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ABSTRACT

The curriculum guide, developed to serve as a statewide model for nursing assistant programs, offers teaching suggestions for nursing assistant courses in the public schools. It is designed for 270 hours of theory and 200 hours of clinical instruction. There are 11 units of instruction: orientation; human behavior; medical communication skills; asepsis; nutrition; safety; body systems and disorders; basic skills; admission, transfer, and discharge; death; and maternal and infant care. For each unit, vertical columns present expected behavioral outcomes, content, suggested activities, and evaluation/assignment suggestions. The units constitute the first half of the document. The remaining half of the guide presents sample lesson plans in 16 areas: admission, asepsis, back care, bathing the newborn, care of the dying, communicable diseases, medical terminology, mental health, muscular system, nutrition, customs and rites, respiratory system, taking temperatures, and urinary system. The final three pages list sources for filmstrips, films, transparencies, kits, posters, pamphlets, and other material. (AG)

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V&TECC CURRICULUM GUIDE

Vocational and Technical Education Curriculum Center®

HEALTH OCCUPATIONS EDUCATION **NURSING ASSISTANT** PROGRAM

U.S. DEPARTMENT OF HEALTH,
EDUCATION & WELFARE
NATIONAL INSTITUTES OF
HEALTH
BETHESDA, MARYLAND 20892



Division of Vocational and Technical Education
College of Education
Virginia Polytechnic Institute and State University
Blacksburg, Virginia 24061

and

Division of Vocational Education
State Department of Education
Richmond, Virginia 23216

Curriculum Guide

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HEALTH OCCUPATIONS EDUCATION

Suggested Curriculum Guide

For

Nursing Assistant

P.L. 90-576, TITLE II EPDA

GRANT NO. - OEG 3-74-0120

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Richmond, Virginia 23216

In Cooperation With

Virginia Polytechnic Institute and State University
Blacksburg, Virginia 24061

June, 1975

FOREWORD

Health workers are in great demand today. Educational programs offered in the secondary schools throughout the Commonwealth are designed to prepare interested students for careers in the health care delivery system.

This curriculum guide offers teaching suggestions for nursing assistant courses in the public schools. Thanks are expressed to instructors listed on the following pages and to others who participated in the development of this guide. Special thanks are due Mrs. Beatrice King, Health Occupations Instructor, Blacksburg High School, Blacksburg, Virginia for the development of the art work in this publication.

We anticipate that health occupation instructors will find it helpful in the preparation of their classes.

McClelland M. Gray
State Supervisor
Trade and Industrial Education
State Department of Education

PREFACE

This curriculum guide was developed to serve as a state-wide model for Nursing Assistant programs. Instructors may utilize the guide in a manner deemed most advantageous for their students.

This guide is designed for 270 hours of theory and 200 hours of clinical instruction and was developed by a group of Virginia Health Assistant and Practical Nursing Instructors enrolled in a special curriculum workshop at Virginia Polytechnic Institute and State University, Blacksburg, Virginia.

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INTRODUCTION

One of the most significant developments in the health care field has been the increasing use of auxiliary personnel, among whom Nursing Assistants are the most numerous. The Nursing Assistants in the United States are now recognized as an invaluable segment of the nation's health manpower. Doctors, nurses, and patients all are aware of the contribution to the medical team made by the conscientious, well-trained Nursing Assistant.

The Nursing Assistant Curriculum should be developed and implemented to prepare the selected beginner with the knowledge, initial skills, and background necessary to bridge a vital gap between the technical and personal care of the patient under the direction and supervision of a licensed health worker.

To take advantage of the opportunities available to them the students must first of all like people and strive to make themselves more likeable. Then they must begin to acquire a broad range of knowledge and skills that will enable them to do their work with confidence and efficiency at all times. As they master the material presented in this course, and develop a sincere belief in the personal worth and dignity of all people, they will be on their way to a satisfying career in the health care delivery system.

The Nursing Assistant who has successfully completed this curriculum and developed an appropriate attitude may be employed in hospitals, public health agencies, clinics, health centers, nursing homes, rehabilitation centers, and private medical or dental offices.

The teacher of the Nursing Assistant has the responsibility to ascertain the individual needs of each student and develop their skills, abilities, and attitudes so they will be able to accept their obligation as individuals, Nursing Assistants, and citizens.

UNITS OF INSTRUCTION AND SUGGESTED TIME BLOCKS

I. Orientation	9-12	hours
II. Human Behavior	24-27	hours
III. Medical Communication Skills	9-12	hours
IV. Asepsis	18-21	hours
V. Nutrition	12-15	hours
VI. Safety	9-12	hours
VII. Body Systems and Disorders	27-30	hours
VIII. Basic Skills	90-99	hours
IX. Admission, Transfer, and Discharge	6-9	hours
X. Death	3-6	hours
XI. Maternal and Infant Care	18-24	hours

TABLE OF CONTENTS

	Page
FOREWORD	i
PREFACE.	ii
INTRODUCTION	iii
UNITS OF INSTRUCTION AND SUGGESTED TIME BLOCKS	iv
OBJECTIVES	vii
UNITS OF INSTRUCTION	
Orientation.	1
Human Behavior	5
Medical Communication Skills	11
Asepsis.	13
Nutrition.	17
Safety	21
Body Systems and Disorders	23
Basic Skills	35
Admission, Transfer, and Discharge	49
Death.	53
Maternal and Infant Care	55
LESSON PLANS	59
Admission.	60
Asepsis.	63
Back Care.	65
Bathing the Newborn.	69
Care of the Dying.	71
Communicable Diseases.	74
Medical Terminology.	77

	Page
Mental Health.	81
Muscular System.	85
Nutrition.	87
Positioning and Body Mechanics	91
Prenatal Care.	89
Religious Customs and Rites.	92
Respiratory System	94
Taking the Temperature	96
Urinary System	100
REFERENCES	103

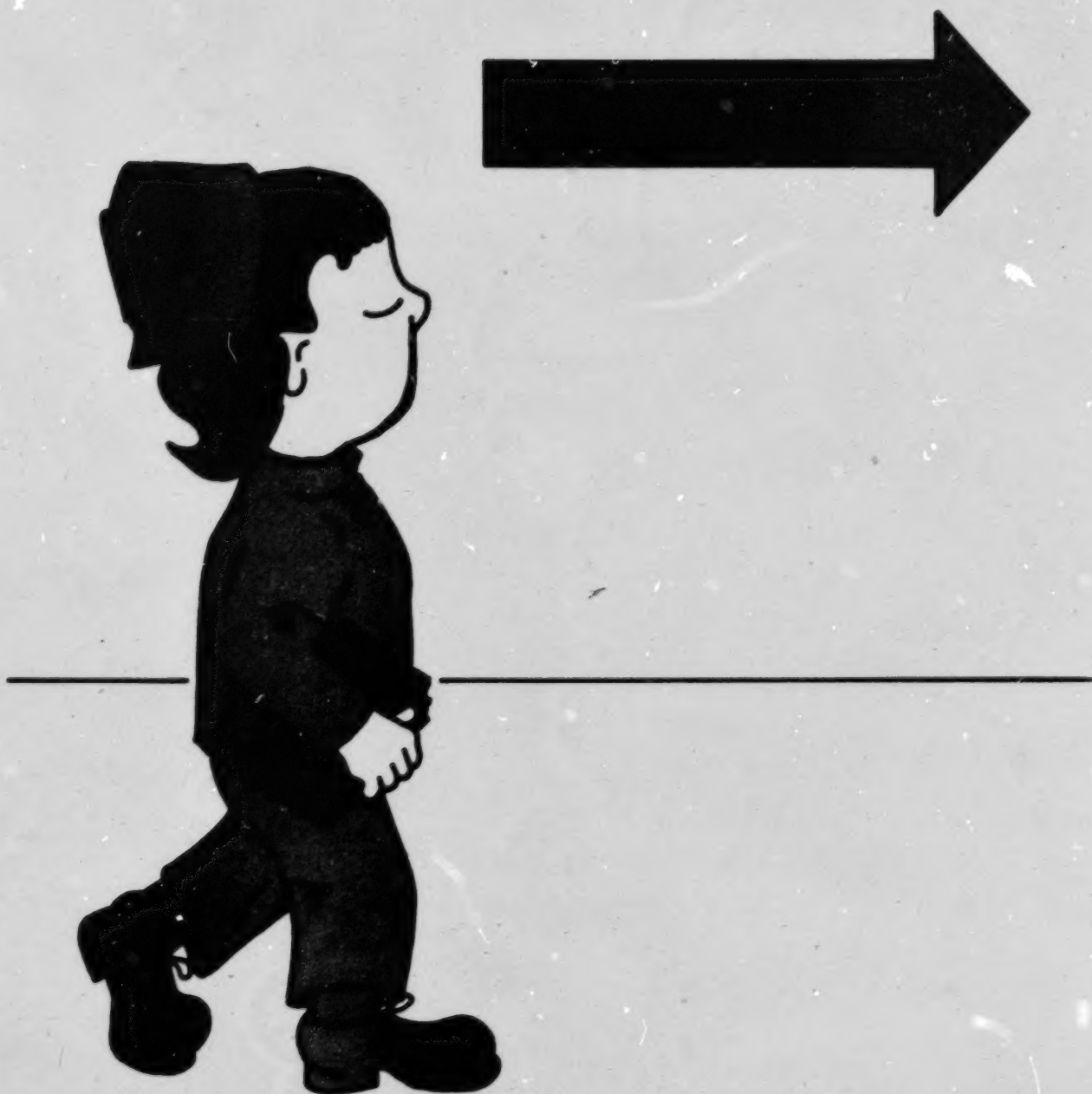
Revised May 1975

OBJECTIVES FOR NURSING ASSISTANT COURSE

The student successfully completing this course will be able to:

1. Interpret the roles of health team members.
2. Display an appreciation for the worth of an individual as well as self.
3. Observe, recognize, and report information concerning patients.
4. Practice measures of cleanliness necessary for prevention and/or spread of infections.
5. Demonstrate knowledge and skills related to nutritional needs of individuals.
6. Practice safe work habits.
7. Recognize normal body structure.
8. Discuss general functions of the body systems.
9. Perform basic nursing procedures safely and efficiently.
10. Admit, transfer or discharge patients according to proper procedure.
11. Give post-mortem care.
12. Assist with the care of the obstetrical patient.
13. Care for infants and small children.
14. Function effectively as a health team member.

I ORIENTATION



UNIT I. Orientation

Expected Behavioral Outcomes	Content	Suggested Activities	Evaluation/Assignment
Define the term nursing assistant. List five members of the health team as discussed in class and identify their role.	A. Nursing Assistant 1. Definition 2. As a health team member a. Hospital Team 1) Administrator 2) Physician 3) Business Personnel 4) Housekeeping 5) Maintenance 6) Food Service 7) Others b. Nursing Team 1) Registered Nurse 2) Licensed Practical Nurse 3) Nursing Assistant	Discussion List the members of the hospital health team. Have various health team members visit class and talk about their role on the health team. Filmstrip: "The Hospital Story" & "Orientation" (Trainex) Virginia Council on Health Careers will visit. Write for an appointment. Films: "Helping Hands for Julie", "Horizons Unlimited" & "Health Careers"	Test Item Manual for the Nurse Aide: Knoedler p. 12-14 Health Assistant: Caldwell p. 5
Demonstrate ability to get along with others. List three positive personal qualities of a nursing assistant according to text guidelines.	3. Personal Qualities a. Ability to get along with others b. Tact c. Sympathy & Patience d. Dependability e. Accuracy f. Obedience	Discussion Students give a skit illustrating "do's" & "don'ts" of personal qualities. Film: "Patients are People" & "To Care Enough"	Instructor/Nursing Staff Evaluation. Manual for the Nurse Aide: Knoedler p. 1-3 Peer evaluation.

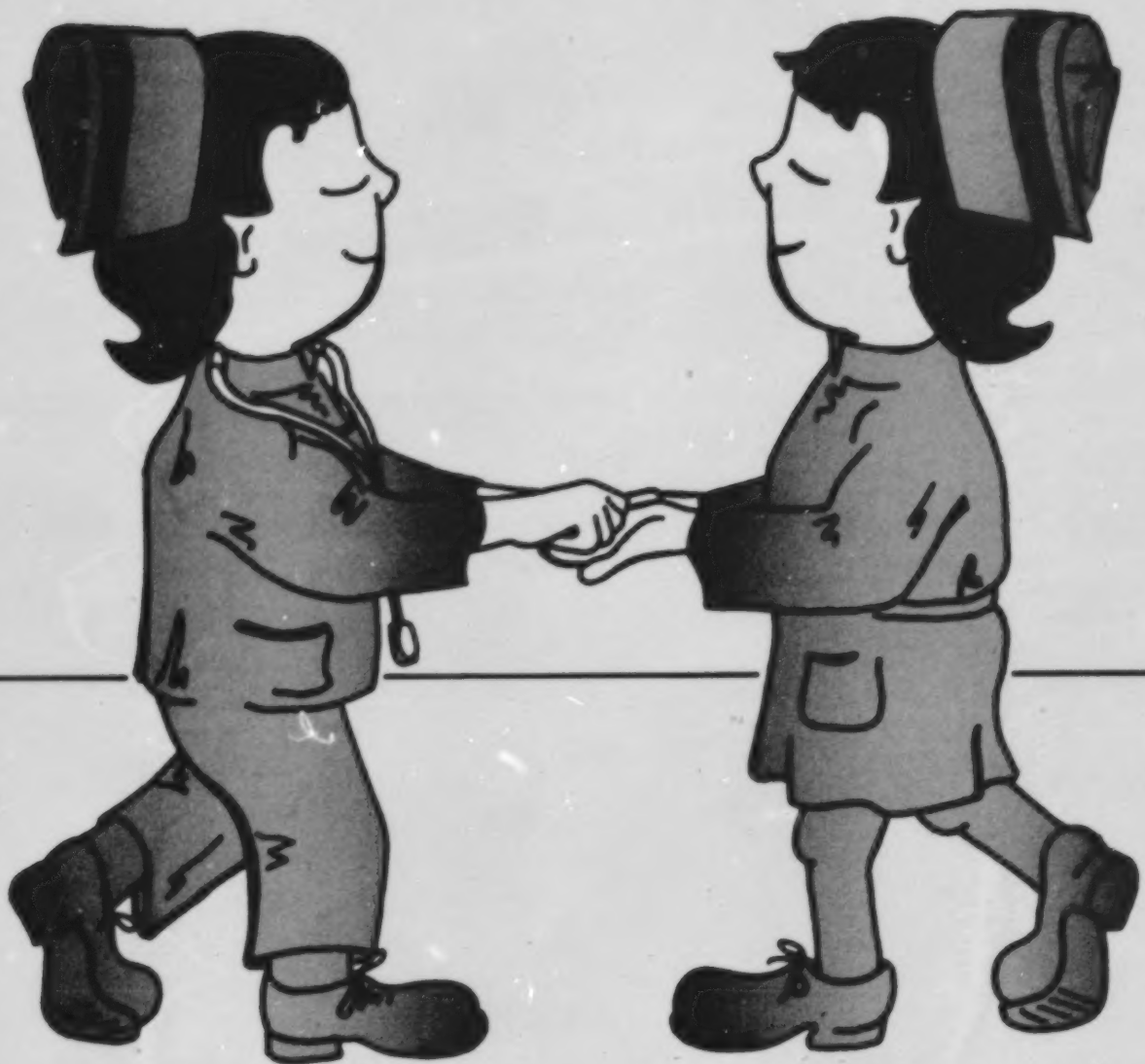
UNIT I. Orientation (continued)

Expected Behavioral Outcomes	Content	Suggested Activities	Evaluation/Assignment
List four ways the nurse assistant can avoid legal problems.	g. Personal 1) General Appearance 2) Uniform 4. Legal Aspects a. Definition b. Documents c. Types of judgements d. Patient/worker laws	Discussion Have a health facility administrator speak to the class about legal aspects.	<u>Health Assistant:</u> Caldwell, p. 7 Test item <u>Nursing Skills for Allied Health Services:</u> Vol. I: Wood
Define the term ethics. Make a list of five violations of ethics after observing a role play situation.	5. Ethics a. Definition b. Preservation of life c. Confidential information d. Patient information e. Tipping f. Religion	Discussion Role play showing important "pros" and "cons" Filmstrip: "Ethics for the Nurse Assistant" (Career Aides)	Test item <u>Health Assistant:</u> Caldwell, p. 1-12 Student will write an evaluation of his own ethics.
Discuss health facility departments and how they relate to the nursing assistant.	B. Health Facility Organization 1. Health facility organization 2. Nursing service organization 3. Medical staff	Discussion Transparencies and handouts of various organization ladders. Any available slides on the local health facility.	The Nurse Aide: Donavan <u>Nurses Aide Study Manual:</u> Abdallah Chapter 1 <u>Being a Nursing Aide:</u> Hospital Research & Educational Trust: Chapter 1.

UNIT I. Orientation (continued)

Expected Behavioral Outcomes	Content	Suggested Activities	Evaluation/Assignment
Locate and identify various departments of health facility.	4. Medical specialties 5. Volunteers	Review diagram of facility before tour.	Oral evaluation
Report to the class results of job opportunity interviews.	C. Job Opportunities 1. Hospital 2. Nursing Home 3. Mental health center 4. Doctor's office 5. Others	Tour Health Facility Visit potential employers in various health care areas. (Students will be assigned) Check "help wanted" ads in newspaper. Contact and/or visit local employment office.	Oral evaluation

II HUMAN BEHAVIOR



UNIT II. Human Behavior

Expected Behavioral Outcomes	Content	Suggested Activities	Evaluation/Assignment
Define behavior & personality using two reference sources.	A. Definition 1. Behavior 2. Personality	Discussion	Test question 1. Thompson, Rosadahl, Text-book of Basic Nursing. p. 29-31 2. Donovan, et al. The Nurse Aide. p. 18-37 3. Millekin. Understanding Human Behavior. p. 17-25 Reference 3, pages 46-67
Prepare a self-improvement chart with checklist, using ideas from class discussion.	B. Interpersonal Relationships 1. Understanding the person a. Understanding self	Discussion Film: "Understanding Others" Va. State BTM (12 min.) Group will share ideas for a word description of an ideal personality on chalkboard. Students will prepare a checklist and evaluate self using this chart.	Prepare and use checklist
Discuss influences on behavior as discussed in class.	b. Behavioral Characteristics 1) How people are different	Secure and use Personality Development Kit by Proctor & Gamble Class discussion Film: "People are different and alike" State BTM (10 min.)	Reference 3, p. 27-31 Oral questioning

UNIT Human Behavior (continued)

Expected Behavioral Outcomes	Content	Suggested Activities	Evaluation/Assignment
List 5 ways that middle class standards of living would influence the nursing assistant's attitude toward a patient.	2) Basic needs	Discussion of: physical needs, need for acceptance, need for self-approval. Select a personal social situation and describe how you felt when your needs for acceptance were not met.	Millekin. <u>Understanding Human Behavior</u> . p. 38-67 Teacher evaluation
Select appropriate behavior in specified emotional situations as discussed in class.	3) Emotions	Discussion Film: "Emotional Health" State BTM (20 min.) Small discussion groups using selected situations. Groups will report.	Reference 3, p. 68-80 Group reports.
Match defense mechanisms to descriptions used in textbook.	4) Threats to Adjustment 5) Defense Mechanisms	Discussion Small group discussion of selected situations. Class discussion Role playing Use a checklist to determine objective for modifying your use of defense mechanisms.	Reference 3, p. 114-124 Group Reports Test question Teacher evaluation Reference 3, p. 100-113

UNIT II. Human Behavior (continued)

Expected Behavioral Outcomes	Content	Suggested Activities	Evaluation/Assignment
Analyze one personal conflict using textbook guidelines.	6) Conflicts	Class discussion Individual analysis of one personal conflict. Identify basic needs, alternative solutions, and desirable results.	Teacher evaluation Reference 3, p. 125-137
Define: frustration, aspiration, attitude, and prejudice.	7) Frustration	Discussion Name some accomplishments you have made today. Set some short-term goals for self.	Test question Reference 3, p. 114-124
List 4 examples of verbal patient behavior which may indicate hostility as discussed in class.	2. Understanding others a. Patient relationships	Discussion Film: "Patients are people--To care enough" State BTM (18 min.) Visit a nursing home and/or day care center to observe. Discuss specific examples of behavior observed.	Reference 3, p. 139-163
Identify behavior of patients which is normal or abnormal, using norms from class discussion.		Filmstrip & cassette: "Understanding the difficult patient" Career Acts (20 min.) Role playing of inappropriate behavior seen in a health worker vs. appropriate behavior.	Test question
Decide on appropriate action in three specific situations of problem patient behavior.			

UNIT II. Human Behavior (continued)

Expected Behavioral Outcomes	Content	Suggested Activities	Evaluation/Assignment
Define tact. Use tact in solving a problem of staff relationships discussed in class.	b. Staff relationships 1) Cooperation 2) Courtesy and Etiquette	Discussion Filmstrip and recording: "Team relationships in Nursing Care" ANA-NLN Film Library Film: "Mind Your Manners" "Acts of Courtesy" State BTM Role playing Discussion Film: "Understanding Stress and Strains" Va. State Dept. of Health (10 min.) Film: "Social Side" Va. State Dept. of Health (10 min.) Discussion Handout of Patient's Bill of Rights Source--A Manual for Instructors of nursing service personnel. Va. Dept. of Mental Health and Mental Retardation Visit a Mental Health Facility.	Test question Reference 3, p. 165-174
Define mental health. Differentiate between mental health and mental illness.	3. Mental Health a. Stress b. Social Needs c. Mental Illness		Teacher evaluation Test question
Discuss the patient's bill of rights as defined by the State Dept. of Mental Health.			Pick up and read brochures from facility.

UNIT II. Human Behavior (continued)

Expected Behavioral Outcomes	Content	Suggested Activities	Evaluation/Assignment
Address the Patient correctly.	C. Communication	Discussion	Hospital Research Education Trust. <u>Being a Nurse's Aide.</u> p. 2-15
Label as do's and don'ts a list of communications relating to patients.	1. With patients a. Oral b. Subjective	Filmstrip and cassette: "Patient Adjustment" Career Aids	Test question
Treat visitors with courtesy and consideration.	2. With visitors		
Answer the patient's call light effectively.	3. Answering the call light	Role playing Practice	Demonstrate
Differentiate between objective and subjective symptoms related to patients.	4. Observing and reporting	Filmstrip and cassette: "Observing the Patient" Career Aids	Test question
Report observations to the nurse in a clear and concise manner.		Filmstrip and cassette: "Nursing staff communications" Career Aids	
Match sacraments and dietary laws with a list of religious faiths discussed in class.	D. Religious customs and Rites 1. Major religious faiths	Students report on personal experiences and religious beliefs.	Caldwell and Hegner. <u>Health Assistant.</u> p. 87-88 Kniedler. <u>The Nurse Assistant.</u> p. 16-18

UNIT II. Human Behavior (continued)

Expected Behavioral Outcomes	Content	Suggested Activities	Evaluation/Assignment
Describe procedure for baptism by a lay person.	a. Sacraments b. Dietary laws	Guest lecturer: Clergyman or Hospital Chaplain Discussion & questioning	Article in AJN "Team-work: Nurse and Chaplain" Dec. 1972 p. 2197-2199
	2. Spiritual Needs	Filmstrip: (Trainex) "Spiritual Needs" Discussion	Worldbook Encyclopedia Vol. 15, page 207-217 Holy Bible or comparable book of major faith. Write a short philosophy of life.

III MEDICAL TERMINOLOGY



UNIT III. Medical Communication Skills

Expected Behavioral Outcomes	Content	Suggested Activities	Evaluation/Assignment
Match abbreviations and symbols with their definitions.	A. Medical terms 1. Medical combining terms 2. Common abbreviations 3. Prefixes 4. Suffixes 5. Other medical combining terms	"Bingo" games "Word" selection games "Spelldowns" Cassette Strip: "Nursing Staff Oral Communications" (Career Aids) Cassettes: "Basic Medical Terminology" (Career Aids) Translate exercises into medical terms. Role play with Kardex to understand medical terms.	Caldwell. Health Assistant. p. 120-121 Matching test items
Demonstrate in class the proper use of the telephone. List three important observations which should be reported to the nurse.	B. Oral and Written Communication 1. Oral a. Answering the phone b. Reporting 2. Written a. The patient's chart b. Printing	Practice printing.	Caldwell. Health Assistant. p. 124-129 Being a Nursing Aide: Hospital Research and Educational Trust: Chapter 2

UNIT III. Medical Communication Skills (continued)

Expected Behavioral Outcomes	Content	Suggested Activities	Evaluation/Assignment
Demonstrate proper charting technique on a graphic sheet. Demonstrate proper charting on an intake and output record.	c. The graphic chart d. Nursing notes e. Intake & output record f. Time	Use actual charts for practice.	Instructor evaluation

IV ASEPSIS



UNIT IV. Asepsis

Expected Behavioral Outcomes	Content	Suggested Activities	Evaluation/Assignment
Define asepsis. Differentiate between medical and surgical asepsis.	A. Asepsis 1. Medical 2. Surgical	Discussion Filmstrip: (Trainex) "Medical Asepsis" "Sterile Technique and Dressing Change" "Operating Room Series"	Textbook Assignment Caldwell. <u>Health Assistant. Unit 5</u> <u>Being a Nursing Aide.</u> <u>HRET. Chapter 3</u> Thompson. <u>Text of Basic Nursing. p. 278-287</u>
Define microorganisms. Differentiate between harmless and disease producing organisms. Differentiate between aerobic and anaerobic bacteria.	B. Microorganisms 1. Harmless organisms 2. Disease producing organisms 3. Characteristics a. Aerobic b. Anaerobic	Discussion Filmstrip: (Ency. Britan. Educational Corp.) "Infectious Disease: Causes and Defenses" Compare procedure for controlling microbes in dental office and hospital. Discussion Filmstrip: (Ency. Britan. Educational Corp.) "Infectious Disease Series"	Textbook Assignment Ferris. <u>Microbiology for Nurses.</u> <u>Test item</u> Report to class. Textbook Assignment Ferris. <u>Microbiology for Nurses.</u>

UNIT IV. Asepsis (continued)

Expected Behavioral Outcomes	Content	Suggested Activities	Evaluation/Assignment
State 6 reasons for proper handwashing as discussed in class.	C. Handwashing Technique	Discussion Discuss proper handwashing technique. Demonstration Filmloop: (Lippincott) "Handwashing Procedure"	Return Demonstration Textbook Assignment Horneman. Basic Nursing Procedures. p. 141
List 4 methods used to prevent the spread of infection as stated in your text. Define sterilization.	D. Sterilization	Tour Central (Sterile) Supply. Discussion Explain Methods of Sterilization Demonstrate uses of autoclave. Demonstrate handling sterile supplies. Film: (Eli Lilly) "Unconditional Surrender for Polio"	Textbook Assignment Caldwell. Health Assistant. p. 21 Return demonstration of handling sterile supplies.
Define four (4) methods of sterilization as discussed in class.	1. Methods 2. Handling Sterile Supplies and Equipment Cleanliness		

UNIT IV. Asepsis (continued)

Expected Behavioral Outcomes	Content	Suggested Activities	Evaluation/Assignment
Define disinfection.	E. Disinfection	Discuss chemicals that check and retard the growth of bacteria.	Textbook Assignment Caldwell. <u>Health Assistant</u> . Unit 5
Differentiate between concurrent and terminal disinfection.	1. Concurrent	Contact the Home Economist Extension Agent	
Identify 4 common disinfectants.	2. Terminal	Filmstrip: (Trainex) "Bacteria Control and Equipment Cleanliness"	
Differentiate between sterilization and disinfection.	3. Care of contaminated articles		
Define droplet infection.	F. Infectious and Communicable Diseases	Discuss the common cold.	Handouts: The Common Cold from the local or state health dept.
Distinguish between direct and indirect contact.	1. Prevention	Discussion	Textbook Assignment Hasler & Hasler. Personal, Home, & Community Health. Ch. 11
Define cross infection.	2. Mode of Transmission a. Direct Contact b. Indirect Contact c. Droplet infection	Resource person: Public Health or Bacteriologist	
	3. Cross infection		
	4. Types of immunity a. Active b. Passive c. Acquired	Film: (Shell Film Library) "Unseen Enemies"	Test item
		Film: (Trainex) "Venereal Disease"	

UNIT IV. Asepsis (continued)

Expected Behavioral Outcomes	Content	Suggested Activities	Evaluation/Assignment
Define communicable disease. Select three (3) methods of control of communicable disease from a given list. List five (5) common communicable diseases. Define epidemic.		Film: (State) "The Body Fights Disease" Discussion of how micro-organisms enter and leave the body. Handouts: (Dept. of HEW) "Your Child From 1 to 6" Filmstrip: (Dept. of HEW) "V.D. - The Silent Epidemic" Venereal disease handout from the local health department. Discussion	Textbook Assignment Hasler & Hasler. <u>Personal, Home, & Community Health.</u> Ch. 11
Define immunity. List three (3) measures to prevent the spread of communicable diseases as discussed in your text. Differentiate between regular and reverse isolation. Report on the importance of isolation technique 1. Gown 2. Mask 3. Glove	G. Types of Isolation 1. Regular isolation 2. Reverse isolation H. Isolation Technique 1. Gown 2. Mask 3. Glove 4. Other	Demonstrate gown, glove, and mask technique Discuss the care of contaminated articles. Filmstrip: (Trainex) "Isolation Technique"	Textbook Assignment Review modes of entry & types of immunity discussed in your text. Return demonstration Textbook Assignment Caldwell. <u>Health Assistance.</u> Unit 5 Textbook Assignment Thompson. <u>Text of Basic Nursing.</u> p. 282, 283

Test item

V NUTRITION



UNIT V. Nutrition

Expected Behavioral Outcomes	Content	Suggested Activities	Evaluation/Assignment
Define nutrition	A. Nutrition	Discuss the role of good nutrition in health.	<u>Being a Nursing Aide.</u> <u>HRET. Chapter 8</u>
Give 3 examples of good nutrition.	1. Good nutrition	Discuss basic four food group.	<u>Thompson. Textbook of Basic Nursing.</u> <u>p. 161-181</u>
Give 3 examples of poor nutrition.	2. Poor nutrition	Discuss malnutrition.	
List 4 foods from each of the Basic Four.		Show pictures depicting good and poor health.	
Name the 6 essential nutrients.	B. Nutrients	Lab experiments	
	1. Carbohydrates	Discuss the function of nutrients.	<u>Townsend. Nutrition and Diet Modification for the Nurse.</u> <u>Topic 1-6 Pages 1-41</u>
	2. Protein		
	3. Fats	Discussion:	<u>Caldwell. Health Assistant. Unit 16</u>
	4. Vitamins	Water balance, normal water losses, and reasons for dehydration.	
	5. Minerals	Film: (Local Dairy Council)	
	6. Water	"Mulligan Stew"	
		Handouts from county extension agents on vitamin information and nutrition.	

UNIT V. Nutrition (continued)

Expected Behavioral Outcomes	Content	Suggested Activities	Evaluation/Assignment
Define digestion.	C. Digestion	Discuss digestive process.	<u>Being a Nursing Aide.</u> <u>HRET Chapter 8</u>
Identify six major organs of digestion on: chart torso diagram in text	1. Organs of digestion 2. Process	Film: (NASCO) "Digestive System" Label diagram of digestive system.	Test item
Define calorie.	D. Energy Requirements	Discussion: Using chart to calculate calories used by the body in a 24 hour period.	<u>Nutrition and Diet</u> <u>Modification for the Nurse.</u> p. 1-41
Estimate daily caloric requirements for an adult and a child.	1. Calorie 2. Calorie requirements		Test item
Define obesity.	3. Obesity	Films: (Equitable Life Assurance Society of U.S.A.) "The Owl and Fred Jones" "Eat Your Heart Out" "The Flabby American" Lecture/Discussion	Calculate calories needed by the body in a 24 hour period.
Differentiate between regular and therapeutic diet.	E. Menu Planning		<u>Textbook Assignment</u> <u>Training the Nursing Aide.</u> HRET Chapter 8
Select 4 foods from the Basic Four to be included on a regular diet.	1. Regular	Student will plan a regular menu for breakfast, lunch, & dinner.	Thompson. <u>Textbook of Basic Nursing.</u> p. 243

UNIT V. Nutrition (continued)

Expected Behavioral Outcomes	Content	Suggested Activities	Evaluation/Assignment
Select 4 foods from the Basic Four group to be included in a specific therapeutic diet. Prepare a patient for a meal. Assist a patient with a meal.	2. Therapeutic F. Feeding the Patient 1. Preparing the patient for a meal 2. Check patients tray 3. Feeding the helpless patient	Demonstration Role play Filmstrip: (Train Aide) "Feeding Selected Patients" Discussion: Observation of food intake	Return demonstration Test item <u>Cherescavic. Nursing Assistant. Chapter 8</u>

VI SAFETY



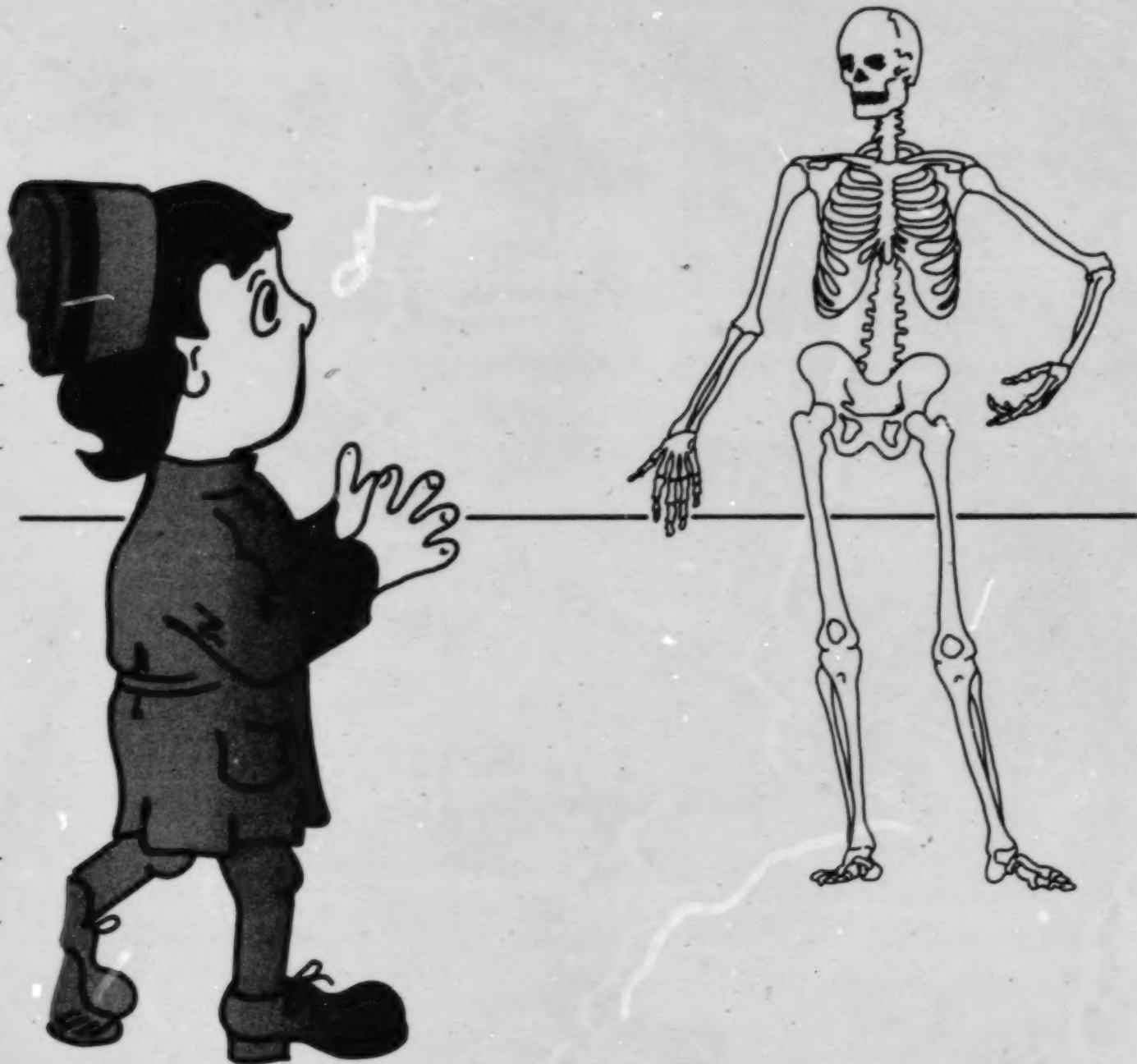
UNIT VI. Safety

Expected Behavioral Outcomes	Content	Suggested Activities	Evaluation/Assignment
Identify five factors that provide a safe environment (using the illustrations provided).	A. Definition 1. Safety 2. Environment	Lecture and discussion for the unit	<u>Being a Nursing Aide.</u> <u>HRET. Lesson 4</u>
List eight common causes of fire.	B. Fire Safety 1. Causes 2. Preventive measures 3. Housekeeping 4. Smoking	Drawings or snapshots that show unsafe conditions and have the student identify the condition.	Donovan, Belsjoe, and Dillon. <u>The Nurse Aide.</u> p. 403-410
Describe five basic safety rules in a health facility.	C. Hospital facility safety regulations	Filmstrips: "Safety Hazards" "Promoting Safety for Hospital Workers" "Incidents and Accidents" (Train Aide) Hospital Personnel Guide Guest Speaker: Fire Dept. or Hospital Representative	Test Item Samples of fire plan and emergency removal of patients for each student. Oral quiz

UNIT VI. Safety (continued)

Expected Behavioral Outcomes	Content	Suggested Activities	Evaluation/Assignment
Be aware of and follow fire plan and emergency evacuation procedure.	D. Fire Emergency Procedure 1. Types of fire extinguishers 2. Location of fire extinguishers or fire alarms 3. Evacuation plan	Charts and demonstrations of fire extinguishers. Discussion of general rules of hospital safety to promote an understanding of safety. Diagrams and charts Filmstrip: (Trainex) "Hospital Fire Safety Procedure" "Hospital Fire Hazards" Emergency removal of patients--role play. Demonstrate portable oxygen equipment to promote an understanding of safety.	Return demonstration Review filmstrips and be familiar with content. Use example for demonstration.
Discuss dangers of oxygen usage.	E. Safety precautions for oxygen usage		

VII BODY SYSTEMS AND DISORDERS



UNIT VII. Body Systems and Disorders

Expected Behavioral Outcomes	Content	Suggested Activities	Evaluation/Assignment
Define anatomy and physiology.	A. The Body as a Whole 1. Definition of specific related terms 2. Regions of the body	Discussion Handout: Terminology	Test item
Draw a cell and label the three basic parts.	3. Cells a. Structure b. Function	Diagrams Transparencies: Human Anatomy	Test item
List and define four types of tissues.	4. Tissues a. Structure b. Function 5. Membrane a. Definition b. Types 6. Organs a. Definitions b. Examples	Use microscopic slides. Discussion	Test item
Explain the relationship of cells, tissues, membrane, organs and systems of the body.		Use Torso Human organ display Begin a glossary of terms used for units.	Oral quiz References: Hospital Research & Educational Trust. <u>Being a Nursing Aide.</u> Lesson 2, p. 16-22 Donavan, Belsjoe, and Dillon. <u>The Nurse Aide.</u> p. 174-178

UNIT VII. Body Systems and Disorders (continued)

Expected Behavioral Outcomes	Content	Suggested Activities	Evaluation/Assignment
Name nine systems of the body and state a simple purpose of each.	7. Systems a. Definition b. Body systems 1) Skeletal 2) Muscular 3) Circulatory 4) Respiratory 5) Digestive 6) Urinary 7) Endocrine 8) Reproductive 9) Nervous 10) Skin & appendages 11) Special sense (eye & ear) c. Simple purpose	Discussion Diagrams Transparencies Bureau of Teaching Materials Filmstrip: Understanding Your Body Series 1 and 2 Add terms to glossary	Reference: <u>Ferris and Skelley. Body Structure and Function. p. 7-17</u> Test item
Identify and match organs with proper body system on diagram of torso.			Test item
Label specific parts of the bone on diagram.	B. Skeletal System 1. Structure 2. Function a. Supports b. Protects c. Movement	Discussion Filmstrip: Robert J. Brady Co. "The Skeletal System"	References: <u>Being a Nursing Aide. HRET. Lesson 6 p. 1-4</u> <u>Donovan, Belsjoe, and Dillon. The Nurse Aide. p. 178-182 p. 184-185</u> Oral quiz Test item
List three basic purposes of the bones of the body.			

UNIT VII. Body Systems and Disorders (continued)

Expected Behavioral Outcomes	Content	Suggested Activities	Evaluation/Assignment
Locate four types of bones found in the body on a diagram of skeleton.	3. Types of bones a. Long b. Short c. Flat d. Irregular	Indicate types of bones and joints, use skeleton model, charts, diagrams, and x-rays.	Ferris and Skelley. <u>Body Structure and Function</u> . p. 19-31
Name and locate three main types of joints on a diagram.	4. Joints a. Ball and Socket b. Hinge c. Irregular 5. Ligaments 6. Tendons 7. Disorders 8. Diagnostic test and procedures	Identify own joints Tutor's Student Worksheet of skeletal system. Add new terms to glossary	Thompson. <u>Textbook of Basic Nursing</u> . p. 527-532 Oral review Written test on skeletal system. Glossary
Define and explain four disorders of the skeletal system including symptoms.			
Describe the function of muscles.	C. Muscular System 1. Function 2. Types a. Voluntary b. Involuntary c. Cardiac	Discussion Discussion	References: Thompson. <u>Textbook of Basic Nursing</u> . p. 533-540 Ferris and Skelley. <u>Body Structure & Function</u> . p. 33-40 Donovan, Belsjoe, & Dillon. <u>The Nurse Aide</u> . p. 182-183 p. 186
Describe three main types of muscles	3. Types of movements a. Contraction b. Extension c. Flexion d. Adduction e. Abduction f. Rotation	Analyze own posture and compare criteria for good body alignment. Demonstration: Exercises Range of Motion	HRET. <u>Being a Nursing Aide</u> . Lesson 6 p. 5-6
Describe the action of muscles to achieve range of motion.			

UNIT VII. Body Systems and Disorders (continued)

Expected Behavioral Outcomes	Content	Suggested Activities	Evaluation/Assignment
Select from a given list three conditions commonly caused by improper muscular function.	4. Disorders 5. Diagnostic test and procedures	Guest Speaker: Physical Therapist Visit to rehabilitation center.	Return demonstration Oral review Written test
Locate and label the basic parts of the heart on a diagram. Trace the flow of blood through the heart. List function of the circulatory system. Identify selected blood vessel and give characteristics of each.	D. Circulatory System 1. Heart a. Location b. Structure c. Function d. Divisions 2. Blood vessels a. Arteries b. Capillaries c. Veins 3. Lymphatic System 4. Disorders 5. Diagnostic test and procedures	Add new words to glossary Discussion Charts Use Torso model Diagrams Filmstrip: Robert J. Brady. "The Heart" "Circulatory System" Tutors student worksheet: "Circulatory System"	Continue glossary References: Ferris and Skelley. Body Structure and Function. p. 43-58 p. 64-65 HRET. Being a Nursing Aide. Lesson 10 p. 6-8 Donovan, Beisjoe, & Dillon. The Nurse Aide. p. 186-189 Thompson. Textbook of Basic Nursing. p. 573-595
State the main purpose of the lymphatic system. Identify from a given list five of the disorders of the heart, blood vessels, or blood.		Discussion Examine sample E.K.G. Use simulated E.K.G. New terms for glossary	Test item: circulatory system Add to glossary

UNIT VII. Body Systems and Disorders (continued)

Expected Behavioral Outcomes	Content	Suggested Activities	Evaluation/Assignment
Identify the organs of the respiratory system and state their function.	E. Respiratory System 1. Structure	Filmstrip: Robert J. Brady Company "Respiratory System"	References: Ferris and Skelley. <u>Body Structure and Function. p. 68</u>
Describe the mechanics of respiration.	2. Function	Locate organs of respiration on torso model.	Pre-Test
Relate effects of the common cold on the function of the respiratory system.	3. Disorders	Compare respirations before and after exercise. Guest Speaker: Inhalation Therapist.	Return demonstration Written test
List five common respiratory disorders.	4. Diagnostic test and procedures	Show sample X-Rays Discuss common disorders Guest Speaker: Virginia Lung Association Distribute pamphlet or printed literature from Virginia Lung Association.	
		Add to glossary	Review entire glossary

UNIT VII. Body Systems and Disorders (continued)

Expected Behavioral Outcomes	Content	Suggested Activities	Evaluation/Assignment
Explain the function of digestive system. Label main organs of the digestive system on a given diagram. Identify accessory organs of digestion on torso. Relate the function of the mouth and teeth to digestion. Trace the route of digestion using any simple food as an example. List five common disorders, discussed in class, of the digestive system.	F. Digestive System 1. Function 2. Structure 3. Disorders 4. Diagnostic test and procedures	Discussion Filmstrip: (Nasco) "The Digestive System" Use torso Tutor's Student Worksheet Guest: Dietitian Discussion Guest Speaker: Laboratory Technician and X-Ray Technician Continue to add new terms to glossary.	Pre-Test Return demonstration using torso model References: <u>Ferris and Skelley.</u> <u>Body Structure and Function. p. 79-91</u> <u>Thompson. Textbook of Basic Nursing.</u> Post-Test

UNIT VII. Body Systems and Disorders (continued)

Expected Behavioral Outcomes	Content	Suggested Activities	Evaluation/Assignment
Explain main purpose of the urinary system. Trace path of urine from kidney to external meatus.	G. Urinary System 1. Function a. Excretion b. Fluid balance	Discussion of the entire unit Filmstrip: (Nasco) "The Urinary System" Use torso model Diagrams Transparencies View animal organs Tutor's Student Worksheet	References: Ferris and Skelley. Body Structure and Function. p. 94-98 Thompson. Textbook of Basic Nursing. p. 656-658 p. 662 p. 664 p. 666
List four organs of the system and describe primary function of each.	2. Organs a. Kidneys b. Ureters c. Bladder d. Urethra		Written test on Urinary System
Demonstrate ability to test urine for sugar and acetone.	3. Urine a. Composition b. Characteristics	Obtain urine specimens and test for sugar and acetone. Add new terms to glossary Discussion of disorders	Return demonstration of urinalysis Update glossary Oral quiz on disorders
List three of the most common disorders of the urinary system.	4. Disorders 5. Diagnostic tests and procedures		

UNIT VII. Body Systems and Disorders (Continued)

Expected Behavioral Outcomes	Content	Suggested Activities	Evaluation/Assignment
Explain the purpose of the endocrine system. Identify and locate six endocrine glands on the diagram. List two disorders of the endocrine system. Select from a given list the signs and symptoms of diabetes. Name two laboratory tests employed when treating diabetes. Describe the function of the reproductive system. Draw and label the organs of the female reproductive system on a diagram. List the organs of the male reproductive system. Define ovulation, menstruation, and fertilization.	H. Endocrine System 1. Function 2. Organs 3. Locations 4. Diseases or disorders 5. Diagnostic tests and procedures I. Reproductive System 1. Function 2. Structure a. Male b. Female 3. Menstrual Cycle	Discussion Torso model Charts Present case study of a diabetic patient. Filmstrip: (Train Aide) "Living with Diabetes" Film: "Human Reproduction" Discussion Charts: Tampax Corp. Booklet: (Kotex Corp.) "Years of Self Discovery"	References: Ferris and Skelley. Body Structure and Function. p. 114-126 Discussion of charts Test item Give opinion of filmstrip Test item References: Ferris and Skelley. Body Structure and Function. p. 105-109 Discussion

UNIT VII. Body Systems and Disorders (Continued)

Expected Behavioral Outcomes	Content	Suggested Activities	Evaluation/Assignment
List two common disorders and symptoms of the female reproductive system. Explain the importance and purpose of the Papanicolaou smear to another student.	4. Disorders 5. Diagnostic test and procedures	Guest Speaker: Representative from American Cancer Society Role play Filmstrips: (Trainex) "Cancer Detection--Self-examination of the Breast and Pap Smear" "Venereal Diseases" Discussion	Pamphlets from American Cancer Society Written quiz
Label selected parts of the brain on diagram. List the parts of the brain and explain the function of each. Describe the function of the nervous system. Explain the function of each part of the nervous system. Identify two diseases/disorders of the nervous system.	J. Nervous System 1. Structure a. Brain b. Meninges c. Ventricles d. Spinal cord 2. Function a. Coordination b. Communication c. Memory d. Learning 3. Diseases and disorders 4. Diagnostic test and procedures	Filmstrip: (Nasco) "The Nervous System" Discussion Charts Diagrams Tutor's Student Worksheet Discussion	References: Ferris and Skelley. Body Structure and Function. p. 129-136 Oral review Written test

UNIT VII. Body Systems and Disorders (Continued)

Expected Behavioral Outcomes	Content	Suggested Activities	Evaluation/Assignment
Explain the four functions of the skin.	K. Skin and Appendages 1. Function a. Protection b. Body temperature c. Sense organ d. Excretion	Filmstrip: (Robert J. Brady Company) "The Skin" Discussion	References: Ferris and Skelley. Body Structure and Function. p. 99-102 HRET. Training the Nursing Aide. Lesson 7 p. 34-35 Oral quiz Test item
Identify and label the layers of the skin on the diagram.	2. Structure a. Layers b. Glands	Diagram	
List four common disorders of the skin.	3. Disorders	Pamphlet: (Winthrop Co.) "Care of the Skin"	
Explain the main function of the eye as explained in class.	4. Diagnostic tests and procedures	Guest Speaker: Cosmetologist Add to glossary	Glossary review
Identify specified parts of the eye on diagram.	L. Special Sense Organs 1. Eye a. Function b. Structure c. Measurement of visual acuity d. Disorders e. Diagnostic test	Filmstrip: (Robert J. Brady Company) "Special Senses" Film: (Va. State Dept.) "Eyes and Their Care" Diagram	Reference: Ferris and Skelley. Body Structure and Function. p. 137-140 Textbook assignment
Demonstrate the use of the Snellen eye chart.		Snellen eye chart	Clinical observation
Identify ophthalmoscope and tell what it's used for.		Demonstrate care of ophthalmoscope.	Test item

UNIT VII. Body Systems and Disorders (Continued)

Expected Behavioral Outcomes	Content	Suggested Activities	Evaluation/Assignment
Explain the main function of the ear. List four common ear disorders. Identify an otoscope	2. Ear a. Function b. Structure c. Disorders d. Diagnostic test	Ear model Representative from Speech and Hearing Clinic Demonstrate tuning fork. Demonstrate care of otoscope.	Test item Return demonstration
33 Name remaining sensory organs as described in the filmstrip.	3. Other Special Senses a. Taste b. Smell c. Touch	Filmstrip: (McGraw-Hill) "Taste, Smell, and Touch" Discussion	Oral review

VIII BASIC SKILLS



UNIT VIII. Basic Skills

Expected Behavioral Outcomes	Content	Suggested Activities	Evaluation/Assignment
Practice proper personal body mechanics.	A. Body Mechanics 1. Define 2. Posture a. Walking b. Sitting c. Bending d. Standing e. Lifting 3. Rules for proper body mechanics 4. Disorders a. Contractures b. Decubitus ulcer c. Deformities	Discussion Filmstrip: (Trainex) "Lifting & Moving Patients" "Good Body Mechanics" Posture and Lifting pamphlets from orthopedic supply. Exercises Practice Demonstrations: Turning the patient assisting the patient to sit up. Assisting the patient into a chair.	Clinical observation References: 1. Delmar. <u>Health Assistant</u>. p. 30 Reference 1, Unit 9 Test item Reference 1, p. 39-40 2. Delmar. <u>Basic Nursing Procedures</u>. p. 39-40 Return demonstration Clinical observation
List six rules for proper body mechanics. List three patient disorders resulting from improper body alignment.			3. Delmar. <u>Manual for the Nurses Aide</u>. p. 36 Return demonstration
Clean a patient's unit.	B. Unit Care 1. Patient's unit a. Definition b. Basic equipment c. Care of unit & equipment 1) Daily 2) Terminal	Discussion Demonstration: Cleaning the unit. Disposing of equipment. Filmstrip: (Trainex) "Cleaning the Occupied Room"	Return demonstration Clinical observation

UNIT VIII. Basic Skills (Continued)

Expected Behavioral Outcomes	Content	Suggested Activities	Evaluation/Assignment
Care for flowers.	2. Care of arrangement of flowers a. Cut flowers b. Potted plants	Demonstration Guest Speaker: Local Florist	Reference 3 Return demonstration
Gain skill in bedmaking according to procedure.	3. Bedmaking a. Open b. Closed c. Post-op d. Other	Discussion Demonstration/Practice Film: (Trainex) "Bedmaking"	Reference 1 Reference 3, p. 36-37 Return demonstration Clinical observation
Bathe a patient according to procedure demonstrated in class.	C. Patient Care 1. Bathing a. Bed b. Shower c. Tub	Discussion Demonstration Role playing Films: (Trainex) "Bed Bath" "Shower & Tub Bath" "Patients are People"	Reference 1, p. 50 Return demonstration Clinical observation
Make an occupied bed.	2. Occupied bedmaking a. Purpose b. Safety precaution	Discussion Demonstration Practice Film: (Trainex) "Occupied Bedmaking"	Reference 1, p. 48 Return demonstration Clinical observation
Brush teeth. Clean dentures. Give special mouth care.	3. Oral Hygiene a. Normal b. Dentures c. Special indications	Discussion Demonstration Role playing Guest: Dentist/Hygienist Film: "Care of the Teeth"	Return demonstration

UNIT VIII. Basic Skills (Continued)

Expected Behavioral Outcomes	Content	Suggested Activities	Evaluation/Assignment
Care for the hair.	4. Care of the hair a. Comb & brush b. Shampoo c. Braiding 5. Shaving 6. Pre-operative Care a. Define b. Emotional preparation c. Physical preparation	Discussion Demonstration Role playing Guest: Cosmetologist	4. McGraw-Hill. <u>The Nurses Aide</u>. p. 92 Reference 1, p. 59
Prepare the patient for surgery according to hospital procedure and physician's orders.		Discussion Practice/Role playing Filmstrips: (Trainex) "Pre-operative and Post-operative Care" "Pre-operative Skin Care" Handout: Pre-operative check list	Reference 1, p. 108-109 Hospital manual Clinical observation Test item
Prepare the patient's unit for his return from surgery.	7. Post-operative Care of Unit a. Define b. Purpose c. Preparation of unit	Discussion Practice Film: (Trainex) "Making a Recovery" Observe recovery room in hospital. Guest Speaker: Anesthetist	Reference 1, p. 109-110 Clinical observation

UNIT VIII. Basic Skills (Continued)

Expected Behavioral Outcomes	Content	Suggested Activities	Evaluation/Assignment
List five items used for comfort measures.	8. Comfort Measures a. Bed cradle b. Foot board or foot rest c. Pillow placements d. Devices to prevent irritation 1) Sheepskin 2) Donuts 3) Rubber rings 4) Other devices	Discussion Demonstration Practice Film: Posey Demonstration kit: Posey	Reference 1, p. 55 Hospital manual Return demonstration Test item
Apply restraints.	9. Safety Measures a. Restraints b. Side rails c. Walker	Discussion Demonstration	Hospital manual Return demonstration Clinical observation
Assist patient with bedpan or urinal.	10. Elimination a. Bedpan b. Bedside commode c. Urinal 1) Male 2) Female	Discussion Demonstration: Positioning Placement Removing Filmstrip: (Trainex) "Urinary Care"	Hospital manual Reference 1, p. 33-36 Clinical observation
Care of incontinent patients.	11. Incontinent Patient a. Cause b. Care	Discussion Demonstration: Linen Savers Filmstrip: (Trainex) "Bowel & Bladder Training" Film: (Johnson & Johnson) "Home Care & the Incontinent Patient"	Reference 1, p. 189 Clinical observation

UNIT VIII. Basic Skills (Continued)

Expected Behavioral Outcomes	Content	Suggested Activities	Evaluation/ Assignment
Name three methods of taking temperature.	D. Vital Signs 1. Temperature a. Definition b. Methods c. Sites d. Normal range of temperature	Discussion Demonstration Practice Filmstrip: (Trainex) "Temperature, Pulse, and Respiration"	Reference 3, p. 90-92 Reference 1, p. 96-99 Test item
Take a temperature and read thermometer accurately.	2. Taking temperature a. Reading the thermometer b. Care of the thermometer c. Insertion of thermometer d. Precautions while taking temperature e. Recording & reporting temperature 1) Record 2) Report	Demonstration Practice Handout: TPR Graphic Sheet Handout: Ward TPR Sheet Demonstration/Practice Discussion Demonstration Filmstrip: (Trainex) "Temperature, Pulse, and Respiration"	Clinical observation Reference 1, p. 125-127 Reference 1, p. 125 Reference 1, p. 101-102 Reference 3, p. 92 Test items
Record temperature. Report temperature.			Clinical observation Reference 1, p. 125-127 Reference 1, p. 125 Reference 1, p. 101-102 Reference 3, p. 92 Test items
Discuss the principals involved in taking a pulse. Define pulse. Describe pulse.	3. Pulse a. Definition b. Sites c. Influencing factors		

UNIT VIII. Basic Skills (Continued)

Expected Behavioral Outcomes	Content	Suggested Activities	Evaluation/Assignment
Take a pulse accurately. Locate sites of pulse. List factors that influence pulse rate. Record pulse rate. Report pulse rate.	d. Types e. Recording & Reporting pulse rate 1) Record 2) Report	Demonstration Handout: Graphic Sheet Practice	Test item Return demonstration Clinical observation
40 Define respiration and describe various types. Take respiration accurately. Record respiration. Report respiration.	4. Respiration a. Definition b. Procedure c. Types d. Influencing factors e. Recording & reporting respiration 5. Blood Pressure a. Definition b. Sites c. Procedure d. Care of instruments e. Recording & reporting blood pressure 1) Record 2) Report	Discussion Demonstration Practice Film: "Patients are People" Demonstration/Discussion Handout: Graphic Sheet Discussion Demonstration/Practice Film: (Trainex) "Blood Pressure" Demonstration Practice Handout: Blood Pressure graphic sheet Role playing	Reference 1, p. 103 5. Saunders. Nurses Alde Study Manual. p. 104 Return demonstration Clinical observation Test item Reference 5, p. 104-106 Reference 1 Clinical observation Test item

UNIT VIII. Basic Skills (Continued)

Expected Behavioral Outcomes	Content	Suggested Activities	Evaluation/Assignment
Measure fluid intake.	E. Fluids and Waste 1. Intake a. Definition b. Purpose c. Types d. Measurement e. Record	Discussion Demonstration Practice Handout: I & O Sheet Filmstrip: (Trainex) "Intake and Output" Film: "Patients are People"	Reference 1, p. 63-64 Return demonstration Clinical observation
List the types of intake.			
Record intake.			Test item
Measure fluid output.	2. Output a. Definition b. Purpose c. Types d. Measurement e. Record		
List types of output.			
Record output.			
Define specimen. Prepare container. Describe appearance. Collect specimen. Test for diabetic urine. Record & report results.	3. Specimens a. Definition b. Type c. Procedure d. Testing e. Recording	Discussion/Demonstration Display different containers Practice labeling Role playing Filmstrip: (Trainex) "Urinary Care" Handout: Diabetic Urine Sheet	Reference 1, p. 63-68 Test items
Demonstrate proper care of foley catheter.	4. Foley Catheter a. Definition b. Purpose c. Care	Discussion Demonstration Filmstrip: (Trainex) "Urinary Catheterizations"	Reference 1, p. 181-182
Collect specimen from foley. Place drainage bag in proper position.			Reference 1, p. 202-203 Return demonstration Clinical observation

UNIT VIII. Basic Skills (Continued)

Expected Behavioral Outcomes	Content	Suggested Activities	Evaluation/Assignment
Assist physician with physical examination. Prepare patient for physical. List three positions which may be used for physical exams. Identify equipment.	F. Treatments 1. Physical Examinations a. Preparation of patient b. Positions c. Draping d. Equipment	Discussion Demonstration Role playing Practice positioning & draping. Set up tray of exam equipment. Film: (Trainex) "Assisting with Physical Examination"	Reference 1, p. 142-147 Clinical observation Test item Reference 1, p. 145-147
Give rectal treatment according to procedure.	2. Rectal Treatments a. Definition b. Treatments 1) Tubes 2) Suppository 3) Enemas a. Definition b. Types c. Procedure d. Reporting results	Discussion Demonstration Filmstrip: (Trainex) "Cleansing Enema" Resource Persons: Park Davis and Fleets	Reference 1, p. 196-197 HRET. Training the Nursing Aide. Instructor Guide p. 201 Clinical observation Hospital manual
Give an emollient bath. Review safety factors of patient bathing.	3. Medicated Bath a. Definition b. Types c. Purpose d. Preparation e. Reporting patient reaction	Discussion/Demonstration Practice	Reference 1, p. 153 Test item

UNIT VIII. Basic Skills (Continued)

Expected Behavioral Outcomes	Content	Suggested Activities	Evaluation/Assignment
Prevent decubitus ulcer. Recognize signs of decubitus.	4. Decubitus Care a. Definition b. Prevention c. Care d. Treatment	Discussion/Demonstration Practice: positioning, comforts Filmstrip: (Trainex) "The Prevention of Decubiti"	Reference 1, p. 153-154 Reference 3, p. 93 Clinical observation Return demonstration
Give P.M. care.	5. Evening Care PM/HS a. Definition b. Preparation for sleep 1) Hygiene 2) Comfort 3) Environment	Discussion/Demonstration Role playing	Reference 1, p. 62 Reference 3, p. 73 Reference 4 Clinical observations
Apply cold applications according to procedure. Fill an ice bag accurately. List three kinds of cold applications. Discuss importance of safety.	6. Cold Applications a. Types b. Purpose c. Preparation d. Safety precaution	Discussion/Demonstration Practice Filmstrip: (Trainex) "Local Application of Heat and Cold"	Reference 1 Test items
Apply heat applications according to procedure. Fill a hot water bag. Discuss importance of safety.	7. Heat Applications a. Types b. Purpose c. Preparation d. Safety precaution	Discussion/Demonstration Practice	Reference 1 Clinical observation
Demonstrate skill in applying elastic bandages to lower extremities. Apply binders.	8. Bandages & Binders a. Types b. Purpose c. Application	Discussion/Demonstration Practice Filmstrip: (Trainex) "Application of Binders & Bandages"	Reference 4, p. 320-321 Hospital Manual Clinical observation

UNIT VIII. Basic Skills (Continued)

Expected Behavioral Outcomes	Content	Suggested Activities	Evaluation/Assignment
Define cast.	9. Cast a. Definition b. Purpose c. Care d. Types	Discussion/Demonstration Observation Guest: Orthopedic Supply Filmstrip: (Trainex) "Care of a Patient with a Cast"	Reference 1, p. 175-177
Care for a patient in a cast.			Reference 4, p. 246-249
Define traction.	10. Traction a. Definition b. Purpose c. Care d. Types	Set up various types of traction. Filmstrip: (Trainex) "Care of a Patient with Traction"	Test item Clinical observation Test item
Clean and maintain safe work areas.	G. Equipment and Work Area 1. Work Areas a. Utility room b. Storage c. Diet Kitchen d. Treatment room	Discussion/Demonstration Practice Film: "Cleanliness"	Reference 3, p. 32-35 Reference 1 Reference 4
Gain respect for equipment and demonstrate proper care.	2. Equipment a. Proper care b. Basic equipment c. Disposable equipment d. Returnable equipment	Discussion/Demonstration Practice Tour of Central Supply	Clinical observation Same as the above

UNIT VIII. Basic Skills (Continued)

Expected Behavioral Outcomes	Content	Suggested Activities	Evaluation/Assignment
Define first aid.	H. Emergency Care 1. First Aid a. Definition	Discussion Teaching materials from local centers. Film: (Federal Bureau Mines) "First Aid" Film: (Am. Red Cross) "First Aid for Common Emergencies" Resource or Guest: American Red Cross	American Red Cross <u>First Aid Book</u> , 3rd Ed. Family Guide of Emergency Health Care Townsend. <u>Health for Every Day</u> . Townsend. <u>Health Living</u> .
List three reasons why it is important to give immediate first aid.	b. Importance 1) Self 2) Patient 3) Immediate first aid	Film: (Am. Red Cross) "First Aid on the Spot"	Test item
List six signs of shock as described in the text.	2. Shock a. Definition b. Signs c. Symptoms d. Positioning e. Treatment	Discussion Making posters Filmstrips: (Trainex) "Introduction to Shock" "Anaphylactic Shock" "Septic Shock" "Hypovolemic Shock" Film: (TMC, Hampton) "Dressings and Bandages and First Aid for Bleeding and Shock"	Family Guide to Emergency Health Care Test item

UNIT VIII. Basic Skills (Continued)

Expected Behavioral Outcomes	Content	Suggested Activities	Evaluation/Assignment
Describe external bleeding and give three methods of control.	3. Bleeding a. Pressure points b. Direct pressure c. Tourniquet warning	Demonstration on locating pressure points. Practice locating pressure points on classmates.	Family Guide to Emergency Health Care <u>Townsend. Healthful Living.</u> Clinical observation Return demonstration
Locate pressure points on diagram.			
Define cardiac arrest	4. Cardiac arrest a. Definition b. Causes c. Signs d. Resuscitation	Discussion Demonstration with Resuci-Anne. Filmstrip: (Trainex) "Cardiac Resuscitation" "Cardiac Emergency Care"	Return demonstration Handout: Information Sheet from Handbook of Basic Nursing (Army Medical Dept.)
List three signs of cardiac arrest as discussed in class.		Field Trip: Fire Dept. or Rescue Squad	Clinical observation
Demonstrate resuscitation.		Va. Heart Association Guest Speakers: Nurse from Coronary Care Unit or Metropolitan Life	Test item
Define cessation of breathing as stated in the text.	5. Cessation of Breathing a. Definition b. Causes c. Emergency measures	Discussion Handouts: American Cancer Society Film: Va. Heart Association "Breath of Life"	<u>Townsend. Building a Healthy Body.</u> Test item

UNIT VIII. Basic Skills (Continued)

Expected Behavioral Outcomes	Content	Suggested Activities	Evaluation/Assignment
Identify six common types of poisons and list three symptoms of each as discussed in class.	6. Poisons a. Types b. Symptoms c. Treatment d. Control center	Discussion Safety posters Make a list of poisons in the home Guest Speaker: Pharmacist Film: (Am. Red Cross) "Ready or Not" Film: (Am. Cancer Society) "Breath of Life" Collage of poisons	<u>Family Guide to Emergency Health Care</u> Test item
Describe fracture. Describe splints.	7. Fractures a. Definition b. Types c. Treatment	Discussion Demonstration of splints Practice Films from the American Red Cross	<u>Family Guide to Emergency Health Care</u> Student to teach a lesson. Return demonstration
Describe the three degrees of burns and explain first aid treatment of each.	8. Burns a. Types b. Degree c. Treatment	Discussion Posters Filmstrips: (Concept Media) "Burn Series"	<u>Family Guide to Emergency Health Care</u> Test item

IX ADMISSION TRANSFER DISCHARGE



UNIT IX. Admission

Expected Behavioral Outcomes	Content	Suggested Activities	Evaluation/Assignment
Describe procedure necessary for preparing the unit for patient admission, including equipment and forms.	A. Preparation 1. Unit 2. Forms a. Admission check-list b. Valuables c. Clothes	Lecture Discussion Filmstrip: (Trainex) "Admission and Discharge" Film: (State BTM) "Patients Are People Series" Practice preparing unit.	Caldwell & Hegner. <u>Health Assistant.</u> <u>Unit 15, page 69</u> Hospital Research & Educational Trust. <u>Being a Nurse's Aide.</u> <u>Ch. 11 p. 11-1</u>
Discuss reasons for proper introductions & orientation. List three reasons for close observation of patient's condition upon admission. Admit a patient according to hospital procedure.	B. Procedure 1. Introduction 2. Orientation 3. Observation a. Appearance b. Vital signs c. Height & Weight d. Chief complaint 4. Collect specimen 5. Complete forms	Role play introductions and admission procedure. Tour the route the patients follow from the admitting office until he arrives in his room and is admitted. (Role play if necessary)	Return demonstration Clinical observation Oral and written test items

UNIT IX. Transfer

Expected Behavioral Outcomes	Content	Suggested Activities	Evaluation/Assignment
Name three reasons for transferring a patient.	A. Preparation 1. Explanation to patient 2. Collect personal belongings	Lecture Discussion	Caldwell & Hegner. Health Assistant. Unit 15, p. 69
List three safety factors involved when transporting a patient.	B. Mode of Transporting 1. Wheelchair 2. Stretcher 3. Bed	Filmstrip: (Trainex) "Transfer Activities and Ambulation" Demonstrate and practice proper use of wheelchair and stretcher using proper body mechanics.	Hospital Research & Educational Trust. Being a Nursing Aide. Chapter 11, p. 11-7
	C. Orientation to New Unit	Resource person: Physical Therapist Review orientation procedure.	Return observation Clinical observation Oral and written test items

UNIT IX. Discharge

Expected Behavioral Outcomes	Content	Suggested Activities	Evaluation/Assignment
Outline four necessary steps to follow before discharging a patient.	A. Preparation 1. Check with Head Nurse a. Doctor's orders b. Treatments c. Appointment d. Medication e. Diet instruction 2. Collect personal belongings B. Discharge according to procedure C. Discharge procedure for patient leaving against medical advice (A.M.A.)	Lecture Discussion Filmstrip: (Trainex) "Admission & Discharge"	Caldwell & Hegner. Health Assistant. Unit 15, p. 69 Hospital Research & Educational Trust. <u>Being a Nursing Aide.</u> Chapter 11, p. 11-9
Distinguish between routine discharge and discharge against medical advice		Role play Show form patient must sign when leaving against medical advice.	Return demonstration Clinical observation Oral and written test items

X CARE OF THE DYING PATIENT



UNIT X. Care of the Dying

Expected Behavioral Outcomes	Content	Suggested Activities	Evaluation/Assignment
List three religious groups discussed in class and differentiate the preparations for death practiced by each.	A. Psychological reaction of the Health Assistant to death B. Emotional Factors 1. Patient 2. Family 3. Spiritual needs	Discussion Write a short essay on your feelings about death. Filmstrips: (Trainex) "Care of the Dying Patient" "Spiritual Needs of the Patient" Resource person: Clergy and Funeral Director	Caldwell & Hegner. Health Assistant. Unit 18 p. 87 Hospital Research & Educational Trust. Being a Nursing Aide. Chapter 17 p. 17-1 Test item
Describe in writing six signs of approaching death discussed in class.	C. Care of the Dying 1. Signs & Symptoms of approaching death 2. Nursing care	Films: (State BTM) "Mrs. Reynolds Needs a Nurse" (American Cancer Society) "Sunshine"	Test item Test item Test item
List the two main responsibilities to the dying patient as stated in text.	D. Postmortem Care 1. Care of body 2. Care of clothing 3. Care of valuables 4. Terminology	Practice postmortem care on mannequin. Tour funeral home	Return demonstration Clinical observation Test item

XI MATERNITY AND INFANT CARE



UNIT XI. Maternal and Infant Care

Expected Behavioral Outcomes	Content	Suggested Activities	Evaluation/Assignment
Discuss family planning. List five methods available for preventing pregnancy.	A. Family Planning 1. Definition 2. Emotional factors 3. Economic factors 4. Methods	Review Reproductive System Discussion Film: (Va. State Dept. of Health) "Tell Me Where to Turn" & "From Generation to Generation" Resource person: Public Health Nurse Planned Parenthood Handouts: Zero Population Growth Film: (Va. State Dept. of Health) "Have a Healthy Baby" Slides and booklet: (Carnation Company) "Pregnancy in Anatomical Illustration" Posters: Vitamin Information Bureau "Prenatal"	Thompson & Rosdahl. Textbook of Basic Nursing. Unit 8 p. 397 Ingalls, Joy. Maternal and Child Health. <u>Family Health & Emergency Care</u>
Name four early signs of pregnancy.	B. Pregnancy 1. Definition 2. Signs & Symptoms		
Discuss in your own words importance of good prenatal care. Describe five complications of pregnancy.	C. Prenatal Care 1. Physical exam 2. Physical needs 3. Emotional needs 4. Complications		

UNIT XI. Maternal and Infant Care (Continued)

Expected Behavioral Outcomes	Content	Suggested Activities	Evaluation/Assignment
Differentiate between therapeutic and spontaneous abortions.	D. Abortion 1. Definition 2. Types a. Therapeutic b. Spontaneous 3. Legal Implications	Resource persons: Physician and O. B. Supervisor Discussion	Test item
56 List three symptoms of labor.	E. Preparation for Baby 1. Clothing 2. Equipment	Field trip to department stores. Posters	Test item
Define and give reason for C-Section.	F. Labor 1. Definition 2. Signs & symptoms 3. Stages 4. Complications	Filmstrip: (Medical Self Help Series) "Emergency Childbirth No. 11" Film: (State BTM) "All My Babies" Film: (Pampers) "Natural Childbirth" "C-Section with Hypnosis"	
Define lochia, fundus, and episiotomy. Explain three post partum complications. Give peri care.	G. Post Partum 1. Definition 2. Routine 3. Complications	Filmloop: (Lippincott) "Observe a C-Section" Demonstrate peri care. Practice peri care on mannequin.	Return demonstration

UNIT XI. Maternal and Infant Care (Continued)

Expected Behavioral Outcomes	Content	Suggested Activities	Evaluation/Assignment
Discuss three characteristics of the newborn. Give infant a bath. Discuss breast feeding verses bottle feeding.	H. Infant Care 1. Normal newborn 2. Bathing 3. Feeding a. Breast b. Bottle 4. Diapering 5. Baby sitting	Film: (Va. State Dept. of Health) "Baths and Babies" Demonstrate bathing infant on Chase infant Practice bathing Chase infant Film: (Bell Telephone) "Baby Sitting" Visit a Day Care Center	Return demonstration Oral and written test items

SAMPLES OF LESSON PLANS



UNIT X. ADMISSION
LESSON PLAN

Expected Behavioral Outcomes:

Describe procedure necessary for preparing the unit for patient admission, including equipment and forms.

Discuss reasons for proper introductions and orientation.

Admit a patient according to hospital procedure.

List three reasons for close observation of patient's condition upon admission.

Content:

A. Preparation

1. Unit

- a. Bed--fanfold covers
- b. Bedside equipment
 - 1) Wash basin
 - 2) Emesis basin
 - 3) Bedpan
 - 4) Urinal
- c. Toilet Articles
 - 1) Mouthwash
 - 2) Soap
 - 3) Lotion
 - 4) Facial tissue
 - 5) Toilet paper
- d. Linen
 - 1) Bath towel
 - 2) Face towel
 - 3) Washcloth
 - 4) Patient gown
- e. Thermometer
- f. Urine specimen cup

2. Forms

- a. Admission checklist
- b. Valuables envelope
- c. Clothes closet identification card
- d. Bed identification card

B. Procedure

1. Introduction

- a. Identify patient
- b. Introduce self--offer kindness and understanding
- c. Introduce new patient to other patients in the room
- d. Reasons for proper introductions
 - 1) To put patient at ease
 - 2) First impressions are lasting impressions
 - 3) Sets tone for patient reaction to staff

2. Orientation

- a. Room
 - 1) Call system
 - 2) High-low bed

- 3) Bedside table equipment
- 4) Overbed table
- 5) Side rails
- 6) Bed lighting
- 7) Bathroom and emergency light
- 8) Clothes closet
- b. Visiting hours
- c. Meals
- d. Patient lounge
- e. NO SMOKING policy if oxygen in room
- 3. Observation (while helping patient undress)
 - a. Appearance
 - 1) Skin
 - (a) Color
 - (b) Decubitus
 - (c) Bruises
 - (d) Rashes
 - 2) Deformities
 - (a) Contractures
 - (b) Prosthesis
 - Definition: Replacement of a missing part of the body with an artificial substitute.
 - Types: Eye, limb
 - 3) Emotional status
 - (a) Depressed
 - (b) Disoriented (confused)
 - (c) Sedated
 - (d) Restless
 - (e) Tremors
 - b. Vital signs
 - 1) Temperature
 - 2) Pulse
 - (a) Rate
 - (b) Character
 - Rhythm and Volume
 - 3) Respiration
 - (a) Rate
 - (b) Character
 - Shallow, deep, labored, difficult
 - 4) Blood pressure
 - c. Height and weight
- 4. Collect specimen
 - a. Label
 - b. Fill out lab slip
 - c. Take to appropriate lab
- 5. Complete forms
 - a. Admission checklist
 - 1) Date
 - 2) Time
 - 3) Mode of transportation
 - (a) Ambulatory
 - (b) Wheelchair
 - (c) Stretcher

- 4) Complaint
- 5) Allergies
 - (a) Drugs
 - (b) Food
 - (c) Other (feathers, flowers, etc.)
- 6) Dentures
 - Definition: False teeth
 - Types: partial or complete
- 7) Glasses
- 8) Contact lenses
- 9) Former admission
 - (a) Old chart
 - (b) Microfilm
- b. Valuables
 - 1) Jewelry
 - (a) List
 - (b) Place in safekeeping envelope otherwise the hospital is not responsible
 - (c) Give receipt to patient
 - (d) Lock in valuables drawer
 - 2) Money
 - (a) Explain policy of keeping money at bedside
 - (b) Count money with patient
 - (c) Place all money in safekeeping envelope
 - (d) Give receipt to patient
 - (e) Lock in valuables drawer
 - 3) Drugs
 - (a) Collect drugs patient brought to hospital
 - (b) Label with patient's name and room number
 - (c) Explain drugs will be kept on unit and returned on discharge
- c. Clothes
 - 1) List
 - 2) Place in labeled closet

Suggested Activities:

Lecture
Demonstration
Discussion
Practicing preparing unit
Role play introductions
Role play admission procedure
Filmstrip: (Trainex) "Admission and Discharge"
Practice filling out lab slips
Practice completing forms

Evaluation/Assignment:

Caldwell and Hegner. Health Assistant. Unit 15 Page 69
Return demonstration
Clinical observation
Oral and written test items

LESSON PLAN ON ASEPSIS

<u>Questions for Discussion</u>	<u>Content</u>	<u>Suggested Activities</u>
Define asepsis.	I. Asepsis --Discuss reasons and responsibilities for achieving and maintaining aseptic technique.	Filmstrip: (Trainex) "Medical Asepsis" Health Assistant by Caldwell p. 20
Define medical asepsis.	Discuss the effects of errors when maintaining aseptic technique	Filmstrip: (Trainex) "Sterile Technique and Dressing Change"
Differentiate between medical and surgical asepsis.	A. Medical Asepsis--Discuss contamination and confining all agents of contamination.	
Define cross infection.	Discuss hospital policy for carrying out medical asepsis and student responsibility in protecting other patients & herself.	
What is meant by clean to clean, dirty to dirty rule when carrying out aseptic techniques?	B. Surgical Asepsis--Discuss cross infection and the methods used to prevent cross infection.	Handling sterile supplies & equipment. <u>Basic Nursing</u> by Thompson. p. 285
What should be done if you think that a sterile supply may be contaminated?	Discuss sterile technique and dressing change.	Demonstrate: (1) Opening sterile packaged supplies (2) Transfer forceps (3) Adorning mask, gown, gloves, & head covering
Define contamination.	Discuss handling sterile supplies and equipment: 1. Transfer forceps 2. Sterile tray 3. Mask, gown, glove, & head covering	Be able to return demonstration / on all of the above.

LESSON PLAN FOR ASEPSIS

<u>Questions for Discussion</u>	<u>Content</u>	<u>Suggested Activities</u>
Define the most universal solution used to cleanse.	II. Cleanliness--Discuss general habits of personal cleanliness	Text: <u>HRET</u> . Chapter 3, p. 7
What is the first requirement for asepsis?	A. Handwashing technique--Discuss proper handwashing.	Film loop: (Lippincott) "Handwashing Procedure" Demonstrate proper technique. Text: <u>HRET</u> . Chapter 3, p. 8 Return demonstration
Define sterilization.	III. Sterilization	Test: <u>HRET</u> . Lesson 4, p. 22-24
Define methods of sterilization.	A. Methods--Discuss the methods of sterilization.	Filmstrip: (Trainex) "Operating Room Series"
List three functions of central supply.	1. Boiling 2. Hot air 3. Gas 4. Steam under pressure 5. Ultraviolet light	Demonstrate
List the methods of sterilization discussed in class.	B. Preparing materials for sterilization--Discuss preparation and method of sterilization for: 1. Glass 2. Metals 3. Porcelain 4. Rubber 5. Plastic	Tour Central (Sterile) Supply
Define disinfection. Define germicide.	IV. Disinfection A. Concurrent--Discuss the importance of concurrent disinfection. Discuss chemicals that check and retard the growth of bacteria. Discuss as to: What is it? How is it used? Under what conditions is it ineffective? Will it kill organisms? Is it safe to handle?	Text: <u>Health Assistant</u> . Caldwell. Unit 5
Differentiate between an antiseptic & a disinfectant.	B. Terminal--Discuss the procedure for terminal disinfection.	Text: <u>HRET</u> . Chapter 3, Lesson 11 & 12
Identify four common disinfectants.		Handout on disinfectants from home economist extension agent.

INSTRUCTOR:

SUBJECT: Back Care (Unit VIII)

PURPOSE: To learn the importance of good back care.

TEACHING AIDS: Medical Dictionary

MATERIALS: Chart, Information Sheet

REFERENCES: Being a Nursing Aide and Manual for the Nursing Aide

I. PREPARATION (of the learner)

Do you know one of the greatest comfort measures that a patient looks forward to upon entering a hospital is a good backrub?

II. PRESENTATION (of the information)

Purpose

A. Discussion

1. Refreshing patient
 - a. A.M. Care
 - b. P.M. Care
 - c. Bedtime
2. Stimulates circulation
 - a. Helpless patient
 - b. Eases muscular discomfort and tensions
3. Prevention
 - a. Pressure areas
 - b. Bedsores (decubitus ulcers)

Film

"The Prevention of Decubiti" with discussion to follow

Safety Precautions

B. Discussion

1. Finger nails
2. Extra attention
 - a. Reddened areas
 - b. Bony prominences
 - c. Avoid chilling patient

Information sheet

Discussion

III. APPLICATION (drills, illustrations, analogies, oral questions or assignments)

Discussion -- Review safety precautions

Write -- Definitions of terms from Tabors Dictionary

IV. TEST (final check on students' comprehension of material)

Fill in the blanks on a handout

INFORMATION SHEET FOR UNIT VIII ON BACK CARE

SUBJECT: Preventing Bedsores

The following are some things that can be done to prevent bedsores:

1. Turn the patient often.
2. Be careful with the use of bedpan.
 - a. Don't use a chipped pan.
 - b. Don't leave the patient on the bedpan too long.
3. If the patient is incontinent, you may be instructed to use special absorbent pads.
4. Keep the patient's body absolutely dry and clean.
5. Use powder where surfaces of the skin come together and form creases.

INSTRUCTOR:

JOB (or operation which uses manipulative skill): Back rub

PURPOSE: To create a cheerful and relaxing atmosphere while giving a backrub.

EQUIPMENT: Bath towel, lotion, powder

MATERIALS: Handout for backrub

REFERENCES: Being a Nursing Aide

I. PREPARATION (of the learner)

Don't you enjoy having your back tickled? A smile is worth a thousand words and a good backrub along with a smile is as comforting to your patient as a sleeping pill.

II. PRESENTATION (of the skills)

<u>Steps</u>	<u>Key Points</u>
1. Identify patient and explain procedure.	
2. Screen patient	For privacy
3. Wash hands	
4. Assemble equipment	
5. Place patient comfortably on side or in prone position.	
6. Untie gown and fold away from the working area.	Gown may be rolled up over shoulders. NOTE: Avoid unnecessary exposure
7. Place bath towel on bed lengthwise.	To protect bedding
8. Pour small amount of lotion on palm of one hand.	NOTE: Do not pour cold lotion over patient's back.
9. Apply to entire area of back.	Use firm, long strokes
10. Rub from buttocks to shoulders.	
11. Stroke along vertebral column when approaching shoulders.	
12. Stroke along lateral surface of the back when approaching the buttocks.	
13. Rub each prominence with a circular motion.	Special attention to bony prominences
14. Complete and repeat the cycle.	
15. Dry back and apply powder.	A good backrub should last 3-5 minutes Relaxes patient Relieves tensions
16. Rub in hollow space at back of neck.	
17. Rub back of neck.	
18. Turn patient on back and put on gown.	
19. Rearrange covers neatly.	Leave patient comfortable Report the presence of any reddened area to the nurse in charge.
20. Return equipment to proper place.	

III. APPLICATION (practice by learner under close supervision)

Students working with handout will repeat procedure.

IV. TEST (performance of skill to acceptable standards)

Repeat demonstration

JOB SHEET

Rubbing a patient's back usually makes him feel better. It relaxes him and is one part of his stay in the hospital that he really enjoys.

- PURPOSES:
- (1) To keep the skin clean and dry.
 - (2) To protect the skin on the patient's back.
 - (3) To increase circulation.

- EQUIPMENT:
- (1) Backrub solution or lotion
 - (2) Powder
 - (3) Towel

PROCEDURE:

- (1) Wash hands.
- (2) Warm the lotion by putting the bottle in warm water.
- (3) Tell the patient what you are going to do.
- (4) Bring equipment to the bedside.
- (5) Provide privacy for the patient. Lower the backrest and kneerest if this is allowed. Turn the patient on his side with his back toward you or flat on his stomach. Fold back the top bedding and the patient's gown so that only his back and shoulders are uncovered.
- (6) Put a towel lengthwise on the bed with one edge close to the patient's body.
- (7) Rub the patient's back in the following way:
 - a. Pour a small amount of the backrub lotion into the palms of your hand.
 - b. Pressing with the palms of your hands, rub the patient's back, shoulders, and buttocks. Begin at the lower back and work up to the neck.
- (8) While you are giving a backrub, look for reddened areas on the patient's skin. If you see any, they should be reported to the nurse.
- (9) Continue the backrub treatment for at least three minutes.
- (10) Dry the patient's back with a towel.
- (11) Sprinkle powder on your hands and rub it gently on the patient's back.
- (12) Rearrange covers neatly. Leave patient comfortable.
- (13) Return equipment to the proper place.

NOTE: Be sure to report the presence of any reddened areas to the nurse!

UNIT XI. Maternal and Infant Care - Lesson Plan - Bathing the Newborn

Expected Behavioral Outcomes	Content	Suggested Activities	Evaluation/Assignment
Name four reasons for a daily bath to the newborn.	A. Purpose 1. Keep skin clean & dry 2. Stimulate circulation 3. Observe skin 4. Provide warmth & contact	Resource Person: RN - Nursery Red Cross Home Nursing Service	Ingalls. <u>Maternal and Child Health.</u>
List ten items necessary in preparation for a newborn bath.	B. Items 1. Towel & washcloth 2. Soap 3. Clothing a. Diapers b. Shirt c. Kimono 4. Oil, Powder, Lotion 70% alcohol 5. Basin 6. Thermometer 7. Scales 8. Safety pins 9. Cotton balls 10. Comb	Tour nursery (30 minutes)	Thompson. <u>Basic Nursing.</u> Unit 8, p. 394-445 Family Health & Emergency Care Readers Digest
Weigh infant accurately using infant scales.	C. Weight 1. Balance scale 2. Wash hands 3. Positioning infant	Demonstrate with doll	Practice weighing objects of various sizes on scales for accuracy.
Take a rectal temperature on newborn infant according to procedure.	D. Temperature 1. Lubrication 2. Position baby correctly	Demonstrate with doll	Return demonstration

UNIT XI. Maternal and Infant Care - Lesson Plan - Bathing the Newborn (Continued)

Expected Behavioral Outcomes	Content	Suggested Activities	Evaluation/Assignment
Follow proper sequence in giving the newborn a bath as taught in class.	E. Bath 1. Wash hands 2. Take temperature 3. Weigh infant 4. Place on bath table 5. Cleanse eyes with ct. balls wiping from inside eye outward 6. Cleanse nostrils gently 7. Cleanse external ear only 8. Wash face (no soap) 9. Wash head 10. Pat dry 11. Undress 12. Cover with blanket 13. Bathe chest, neck, & arms -- dry 14. Bathe abdomen 15. Apply 70% alcohol to unhealed cord 16. Bathe legs & feet 17. Cleanse genitals - creases a. Girls, between labia using downward stroke b. Boys, pull foreskin back and bathe then pull foreskin forward 18. Dress baby	Take students to nursery in groups of five to give baths. Others practice in classroom with doll Film: (Va. Health Dept.) "Baths & Babies" (20 minutes)	

SUBJECT: Care of the Dying - Unit X (3 hours)

EXPECTED BEHAVIORAL OUTCOMES: (1) List three religious groups discussed in class and differentiate the preparations practiced by each. (2) Describe in writing six signs of approaching death discussed in class. (3) List the two main responsibilities to the dying patient as stated in the text. (4) Give post-mortem care according to procedure. (5) Define six terms related to post-mortem care.

MATERIALS: The morgue kit: one-inch bandage material, perineal pad, mortuary gown or clean hospital gown, identification tags, shroud, adhesive tape, benzine solution, stretcher, and mannequin

TEACHING AIDS: Filmstrips: "Care of the Dying Patient"
"Spiritual Needs of the Patient"

REFERENCES: Health Assistant. Unit 1d
Being a Nurse's Aide. Chapter 17
The Nurse Aide. Unit 14
Resource person: Clergy

PRESENTATION:

<u>Operation or Steps (Topics)</u>	<u>Key Points (Things to Remember to do or say)</u>
Psychological reaction of the Nursing Assistant to death	If you have lost a close friend or relative through death, we can face it better if we know that the person we loved has been made as comfortable as possible. The two main responsibilities of the Nursing Assistant are (1) To keep him comfortable and help him retain his dignity as long as possible. (2) To console his family.
Your basic attitude toward life and death will help you meet the needs of the patient. Write a short essay on your feelings about death.	How do you feel about people dying? (1) Young and at height of career (2) Children (3) After a long life Caring for the dying patient requires: (1) Utmost tact (2) Empathy and sympathy (3) Understanding and patience (4) Emotional stability
Emotional factors: Patient	When a patient suspects he is going to die he may react in various ways: (1) Ask everyone about his chances for recovery (2) Afraid to be alone (3) Wants lots of attention--complaints & unreasonable requests (4) Others

Operations or Steps (Topics)

Key Points (Things to Remember to do or say)

Emotional factors:

Family

- (1) Respect family's right to privacy as much as possible.
- (2) Do necessary nursing care quietly and efficiently.
- (3) Be as helpful to patient's visitors as possible.

Spiritual needs

Remember each person's idea of death and hereafter differs. In no way may we inflict our personal religious beliefs on the patient or his family.

Catholic

May need to call Priest for Anointing of the sick.

Protestant

Provide a Bible or spiritual reading of the patient's faith

Orthodox Jewish

Patient's body should not be touched after death until the Rabbi has arrived.

FILMSTRIP: "Spiritual Needs of the Patient"

DO NOT OBTAIN the services of a minister, priest, or rabbi unless patient or family request it.

Signs and symptoms of approaching death

- (1) Circulation slows. The patient's hands and feet are cold to touch.
- (2) Face may be pale because of loss of circulation.
- (3) He may stare blankly into space.
- (4) He may perspire heavily.
- (5) Muscle tone deteriorates. His body grows limp. His jaw may drop and remain partly open.
- (6) Breathing becomes slower and more difficult.
- (7) Mucus in the patient's throat and bronchial tubes may cause the sound that is commonly called the "death rattle."
- (8) The pulse may be rapid but becomes weak and irregular.

Nursing Care

- (1) The room should be kept ventilated and lighted. If the patient's eyesight is failing, darkness in the room may frighten him.
- (2) The patient's position must be changed often.
- (3) The patient is addressed in a normal voice. The patient's hearing may be one of his last senses to go.
- (4) Nursing Assistants are not allowed to witness the signing of a will.
- (5) The bedding is changed when necessary.

<u>Operations or Steps (Topics)</u>	<u>Key Points (Things to remember to do or say)</u>
Nursing Care continued	(6) The patient is given frequent skin care, including backrubs, and care of chafed elbows or heels. (7) The patient may be given soft foods in small portions. He may be given liquids as long as he can swallow. (8) Frequent mouth care <u>must</u> be given. (9) The conscious patient is offered the bedpan and urinal frequently.
Filmstrip: "Care of the Dying Patient"	
Post-mortem Care	(1) Only the doctor can officially make the statement that a patient is dead. (2) Lower the backrest of the bed and take away all pillows except one. (3) Dentures are replaced in the patient's mouth. (4) The patient's mouth and eyes are closed. (5) Arms and legs are straightened. (6) Discharges or secretions are cleaned up. (7) Disconnect all tubes and similar devices. (8) Take care of clothes and other personal belongings. (9) Demonstrate a morgue kit using mannequin. (10) During all procedures, emphasize that the body must be treated gently and respectfully.
Demonstration	
Care of clothing and valuables.	Collect all belongings. Wrap and label. Valuables remain in hospital safe until signed for by a relative.
Terminology	Post-mortem, critical list, anointing the sick, rigor mortis, shroud, morgue, autopsy, empathy, tact
APPLICATION:	(1) Visit hospital chapel. Know where articles are kept in case Priest wishes to anoint a patient. (2) Practice post-mortem care on mannequin. (3) Fill out identification tags.
TEST:	(1) Return demonstration (2) Define terms (3) Test
ASSIGNMENTS:	Write a short essay on your feelings about death. <u>Health Assistant.</u> Unit 18, pages 87-89 Do assignment on page 89

UNIT Unit Lesson Plan - Communicable Diseases

Expected Behavioral Outcomes	Content	Suggested Activities	Evaluation/ Assignment
Define communicable disease. Define communicable period. Define source. Define host. Define carrier. Define reservoir.	A. Communicable disease 1. Define B. Communicable period 1. Define C. Mode of transmission 1. Source 2. Host 3. Carrier 4. Reservoir	Discussion of definition of communicable disease and communicable period. Discuss how infectious agents enter and leave the body. FILM: "Body Fights Disease" Discussion of film, pointing out relationship of film to lecture materials.	Assignment: Personal, Home, and Community Health. pp. 153-165 Glossary handout
Define glossary terms listed in handout.	D. Glossary terms 1. Host 2. Fomites 3. Infectious agent 4. Susceptible person 5. Resistance 6. Propylaxis 7. Airborne 8. Foodborne 9. Waterborne 10. Vectorborne	Start a list of glossary terms for this unit, including those discussed today.	TEST QUESTIONS: (1) List communicable diseases you have had. (2) List immunizations you have had against which communicable diseases. (3) Name two diseases of animals that may be transmitted to man.

UNIT Lesson Plan - Communicable Diseases (Continued)

Expected Behavioral Outcomes	Content	Suggested Activities	Evaluation/Assignment
List three methods of control of the spread of communicable disease.	A. Methods of control of spread of disease 1. Removing the source 2. Interrupting the chain of transmission 3. Increasing resistance of susceptible persons B. Immunity 1. Define C. Types of immunity 1. Active 2. Acquired 3. Passive D. Terms 1. Endemic 2. Epidemic 3. Pandemic	Lecture and discussion of methods of control of spread of disease. Demonstration of removing the sources of infection. Ex: Use of isolation technique. Discuss ways each of us can effectively aid in the control of the spread of communicable diseases. Give examples of: Endemic Epidemic Pandemic	Assignment: <u>Personal, Home, and Community Health.</u> pp. 153-165 Return demonstration Test item Handout: "Your Child Ages 1-6"

UNIT Lesson Plan - Communicable Disease (Continued)

Expected Behavioral Outcomes	Content	Suggested Activities	Evaluation/Assignment
List five common communicable diseases.	A. Common communicable diseases 1. Measles 2. Mumps 3. Chicken pox 4. Whooping cough 5. Scarlet fever 6. Syphilis 7. Gonorrhea	Discuss common communicable diseases and individuals most frequently affected. Filmstrip: "V.D. The Silent Epidemic"	Assignment: <u>Personal, Home, and Community Health</u>. pp. 153-165
Define direct contact.	B. Direct contact 1. Define	Discussion of film	Review of glossary terms
Define indirect contact.	C. Indirect contact 1. Define	Differentiate between direct and indirect contact.	Test item

CONTENT: Medical Terminology -- Lesson Plan

TIME ALLOTMENT: 6 - 9 hours

TEXTBOOK: Caldwell, Esther, and Hegner, Barbara R. Health Assistant.
Albany, New York: Delmar Publishers; 1973.

COURSE OVERVIEW: The student will become familiar with basic medical terminology and other medical combining forms. The student will practice using the terminology as well as basic charting techniques.

INTRODUCTION: I have included in my lesson plan a simulated "packet" such as I hand out to my students at the beginning of each new unit. I like to include a simplified outline and "Expected Behavioral Outcomes" so that the students will be aware of what is expected of them.

Usually, beginning with class two, I will have a daily ten question quiz. All questions will be derived from either the "Expected Behavioral Outcomes", definitions, or written assignments. The final test evaluation would then be derived from the daily quizzes.

Included in this package are a sample "Bingo" game and a "Word" puzzle which could be used at the end of the first class or the beginning of the second class.

Discussion would follow the outline and would be supplemented with information from sources other than the textbook.

OUTLINE: MEDICAL TERMINOLOGY

EXPECTED BEHAVIORAL OUTCOMES	CONTENT
Match abbreviations and symbols with their definitions.	III. Medical Terminology A. Medical terms 1. Medical combining term 2. Common abbreviations 3. Prefixes 4. Suffixes 5. Other medical combining forms
Demonstrate in class the proper use of the telephone.	B. Oral and written communication 1. Oral a. Answering the telephone b. Reporting
List three observations which should be reported to the nurse.	2. Written a. The patient's charts b. Printing c. The graphic chart d. Nursing notes e. Intake & Output record f. Time
Demonstrate proper charting technique on a graphic sheet.	
Demonstrate proper recording on an Intake & Output Record.	

CLASS I

I. DEFINE AND HAND IN THE FOLLOWING:

- A. Abbreviation
- B. Prefix
- C. Root word
- D. Suffix
- E. Terminology

II. REWRITE THE FOLLOWING SENTENCES, USING THE PROPER ABBREVIATIONS:

- A. Mrs. Wilson was sent to the Operating Room for emergency surgery after examination in Outpatient Department - Ear, Eye, Nose, and Throat.
- B. Patient had a bowel movement at eight o'clock this morning. A specimen was sent to the laboratory by order of Doctor Adams.
- C. Mrs. Scott was sent from the emergency room to obstetrics at ten thirty this evening.
- D. Record intake and output. Scheduled for operating room 4 at nine o'clock Wednesday morning. Nothing by mouth after midnight tomorrow. Give preoperative care for prostatectomy.

III. READING ASSIGNMENT: Health Assistant. Caldwell. p. 120-122IV. DISCUSSION: Medical Terminology Outline: Section A

CLASS II

I. DEFINE AND HAND IN THE FOLLOWING:

- A. Chart
- B. Computer
- C. Diagnosis
- D. Legal document
- E. Notation
- F. Report

II. ANSWER THE FOLLOWING TO HAND IN:

- A. What is a patient's chart?
- B. What parts of the charting may be your responsibility?
- C. How are notations "written" on the chart?
- D. How should your signature appear on the chart?

III. READING ASSIGNMENT: Health Assistant. Caldwell. p. 124-129

IV. DISCUSSION: Medical Terminology Outline: Section B

CIRCLE ALL ABBREVIATIONS,
PREFIXES, SUFFIXES, AND
OTHER MEDICAL COMBINING
TERMS. WORDS ARE HORI-
ZONTAL, VERTICAL, DIAGONAL,
FORWARD AND BACKWARD. THE
FOLLOWING WORDS ARE USED:

a.c.	hypo-	am't
hr.	pseudo-	ante-
p.r.n.	-emia	bio-
Noct.	aden-	q.i.d
Dx	hyster-	O.P.D.
poly-	t.i.d.	per
otomy	Lab.	pneum-
p.c.	ung.	q.s.
b.i.d.	crani-	gtt.
spec.	ad. lib.	Rx
hyper-	tinct.	erythro-
L.	N.P.O.	-oma
a	B.M.	path-
O.B.	q.2h.	h.s.
	preop	

N	A	B	C	D	A	E	F	S	P	E	C	G	H	A	C	I	J	P	C
E	P	N	E	U	M	K	L	M	N	E	R	Y	T	H	R	O	G	O	P
D	A	O	Q	R	T	C	O	N	S	H	T	U	V	W	A	X	T	Y	Z
A	T	A	B	I	C	D	E	R	F	G	Y	H	T	I	N	C	T	I	J
K	H	L	D	M	N	O	P	P	O	E	R	P	Q	R	I	S	T	S	U
V	W	X	I	Y	Z	A	O	B	T	C	D	S	O	E	F	G	Q	Z	H
H	I	J	B	K	L	L	M	N	O	P	Q	E	R	S	T	U	I	V	Y
W	O	M	A	X	Y	Y	Z	A	M	B	C	U	D	E	O	P	D	F	P
A	I	M	E	G	R	E	T	S	Y	H	A	D	L	I	B	H	I	J	E
K	B	L	M	T	N	G	O	P	Q	R	S	O	A	T	U	V	W	X	R
Y	Z	A	B	C	N	D	E	P	E	R	F	G	B	H	I	J	K	L	M
A	N	O	P	U	Q	A	R	S	D	X	T	U	V	W	H	S	X	Y	L

a.c.	b.i.d.	A.M.	path-	h.s.
O.R.	B.R.	Lab.	-oma	O.B.
p.r.n.	stat.	FREE	erythro-	spec.
SS	c	ad. lib.	Rx	lb.
liq.	CA	am't	p.o.	per

Dx	a	neo-	gtt.	Dr.
poly-	pseudo-	t.i.d.	q.s.	q.2h.
-otomy	aden-	FREE	dc	-cyte
cyt-	p.c.	N.P.O.	O.P.D.	-ostomy
hr.	0 2	dys-	q.i.d.	crani-

SAMPLE "BINGO" CARDS. CAN BE COLOR CODED WITH TERMS AND ABBREVIATIONS.

Medical Terminology (Continued)

TOPIC: Mental Health

BROAD GOALS: To understand mental health as it relates to life as a positive behavioral factor.
To learn some reasons why mental illness occurs and how it may be prevented.
To identify some community resources related to mental health.

MATERIALS AND REFERENCES: Textbook of Basic Nursing, movie projector, films, student handouts

<u>Expected Behavioral Outcomes</u>	<u>Content</u>	<u>Discussion</u>	<u>Activities</u>
81 Define mental health.	I. Preparation	Common phrases heard such as: blow your mind, you are a mental case, etc. Lots of information, much of which is inaccurate. Basic facts will make solid foundation for future learning.	Discussion of other such items.
	II. Mental Health	Relate mental health to total health concept. A mind that grows, reasons, and adjusts	Thompson, <u>Textbook of Basic Nursing</u> . p. 24
Name some ways you are mentally healthy?	A. Definition		
	B. Continuous through life	Examples: Age 21 - citizenship 30 - raising family 50 - preparing for retirement Life is a complicated process. It is necessary to continue learning, reasoning, adjusting. Necessary part of change.	Discussion: What are some examples of good mental health you have experienced TODAY? Mind grows Reasons Adjusts

Mental Health (Continued)

BEHAVIORAL OUTCOMES	CONTENT	DISCUSSION	ACTIVITIES
Identify stresses and strains in daily life.	III. Stress FILM: "Understanding Stresses and Strains" (Va. State BTM)	Film helps to understand mental side of health triangle. Emphasizes pressures, worries-- from daily life. As film is viewed--identify everyday stresses and strains & look for special interests for future discussion	Discussion Student topics Oral questions: What stresses did you observe? How were they handled?
Differentiate between mental health and mental illness.	IV. Mental Illness A. Definition	Failure of the mind to grow, inability to reason effectively, failure to adjust to changing life patterns.	Discussion: Contrast health/illness--Review stresses in film. Cite examples of reactions which are healthy and those that are not.
B. Causes		Does NOT happen suddenly Result of series of failures in area over a long period-- May be triggered by some overpowering or catastrophic experience.	
C. Prevention		What can we do to prevent mental illness?	Discuss other ways
--Keep mentally active; make sure you learn something new everyday. --Reason things out, this is mental EXERCISE, using all of one's abilities. --Problems require adjustments. Find a way to adjust that is comfortable for you in little things. This pattern will help you with the big ones.			
Name some adjustments you have made today.			

Mental Health (Continued)

EXPECTED BEHAVIORAL OUTCOMES

CONTENT

ACTIVITIES

D. Prevalence

Mental illness a major problem, increasing in direct relationship to fast pace living and population urbanization.

E. Costs

Costs: Institutions
Care
Emotional

It costs more to keep one patient in a mental institute annually than to educate a child 3-5 yrs.

F. Services

State Department of Mental Health & Retardation operates mental hospitals and mental health clinics.

A new philosophy emerged now encouraging the patient to remain with the family in the community. It requires a better understanding of all people in how to deal with the problem.

G. Patient's Rights

Changed view emphasizes human dignity. The handout of the patient's bill of rights will give some clues to problems related to care of the mentally ill.

Read handout.
Discussion:

Why do you think this document was developed?
Relate stories of past care of mentally ill.

Name some community resources related to mental health.

Discuss patient's bill of rights for patients in mental hospitals.

Mental Health (Continued)

BEHAVIORAL OUTCOMES

CONTENT

DISCUSSION

ACTIVITIES

List ways of making worthwhile contributions to society which will make one socially healthy.

V. Social Health

FILM: "Social Side" (Va. State BTM)

Mental illness no longer is a dark area of living. Treatment consists of finding ones way back to our original definition by relearning ways to stay healthy. This return if frequently supervised by the local health department, mental health clinics funded by public or private sources.

Questions

Film discusses man's ability to adjust to social situations by retaining individuality & needing to make a contribution to society. As you view identify adjustments made, how the individuality was retained, what contributions were made. Note what things you may want to discuss.

Discussion:
Student initiated

Can you think of ways you are making worthwhile contributions to society?

Oral questions

Discuss the mental health concept.

VI. Evaluation

Mental Health
How to stay healthy.

Mental illness
How to prevent it.

Social Health
How does it contribute to a happy life?

TITLE: The Muscular System - Daily Lesson Plan (3 hour)

OBJECTIVE OF THE LESSON: To help the Nursing Assistant gain knowledge of the structure and function of the Muscular System as a basis for understanding body mechanics for herself and her patients.

PROCEDURE: These points will arouse interest, and that will create students' desire to learn the lesson about the Muscular System.

- A. There are over 500 different muscles in the body.
- B. Muscles are arranged in pairs.
- C. Muscles are attached at both ends to bones, cartilage, ligaments, tendons, skin, and sometimes other muscles.
- D. Muscles give off heat and waste following exercise.
- E. Oxygen and sugar are necessary for the working of the muscle cells.

PRESENTATION:

Introduction: Muscles serve the body by moving, maintaining and determining posture, and production of heat in the body. The muscular system is important in order to understand body mechanics. The structure, types, and functions of the muscular system will be studied.
(Discuss and describe poor posture and good posture.)

A. STRUCTURE OF MUSCLES

Muscles are made of bundles of muscle fibers held together in varying numbers and lengths by connective tissue. Muscles are covered with a sheath, the ends of which form tendons. Tendons serve as points that attach muscles to bones.

LECTURE/DISCUSSION

- (1) Explain body of muscles, origin and insertion of muscles.
- (2) Explain method of muscles' attachment to bones
- (3) Discuss striated and smooth; voluntary and involuntary muscles

B. TYPES OF MUSCLES

- (1) Skeletal-Voluntary-Striated
 - (2) Visceral-Smooth-Involuntary
 - (3) Cardiac-Striated-Involuntary
- Use filmstrips

C. FUNCTIONS

- (1) Locomotion, movement
- (2) Maintain posture & keep body erect
- (3) Production of heat
- (4) Give shape to body
- (5) Carry nerves and blood vessels

- (1) Emphasize the importance of good posture.
- (2) Explain how muscles produce heat.
- (3) Explain the need for a balanced diet, exercise, and rest, for proper functioning of muscles.

The Muscular System - Daily Lesson Plan (Continued)

D. PRINCIPAL SKELETAL MUSCLES

Diaphragm

Arm

Leg

Hip

Back

Neck

- (1) State name and describe function of each.
- (2) Discuss and demonstrate extension, flexion, adduction, abduction.
- (3) Define hernia or rupture.
- (4) Locate the 7 areas of abdomen where hernias are frequently located.
- (5) Explain that there are many other muscles which the students may learn later.
- (6) Guest: Physical Therapist

V. EQUIPMENT AND MATERIALS:

Opaque projector, filmstrips, charts, manikin, vocabulary, illustrations from textbook

NOTES

- (1) Passout sheets
- (2) Vocabulary sheet
- (3) Selected pages for illustrations from textbook

VI. EVALUATION:

- (1) Label principal muscles on handout sheet
- (2) Written spelling drill for names of muscles
- (3) Students will demonstrate correct ways of walking, sitting, or standing.

- (1) Do not use text or notes
- (2) Discuss the example of poor posture.

VII. REFERENCES:

Ferris and Shelley. Body Structure and Functions. Section 3 p. 33-39

Anthony, C. P. Anatomy and Physiology. 2nd Edition Chapter 6

Memmler, Ruth. The Human Body in Health and Disease. 2nd Edition

- OBJECTIVES: (1) Name four (4) basic food groups
 (2) List basic nutritional needs of the healthy body
 (3) To improve daily eating habits
 (4) List four (4) types of hospital diets

TEACHING AIDS: Health Assistant. Caldwell. Unit 16
Food tray setup

PREPARATION OF LEARNER: You are what you eat--Everything in your body was once in your food--Food becomes you: your blood, bones, and your brain--Food becomes your size and strength, your energy and stamina --Food contributes to your personality, effectiveness, and emotional stability--Food is becoming to you in the right kind and amount because it gives you the appearance and feeling of radiant health.

<u>INSTRUCTIONAL TOPIC</u>	<u>STUDENT ACTIVITY</u>	<u>ASSIGNMENT</u>
<u>FOOD FACTS</u>		
A. Basic four (4) food group	(1) Prepare a balanced diet for one day	(1) Discussion
1. Meat	(2) Picture Poster menu planning for one day	(2) Cut out food pictures from magazine
2. Milk		
3. Fruit & Vegetables		
4. Bread & Cereal		
B. Nutrition	(1) Good nutrition	(1) Resource: Extension Agent
1. Define	(2) Poor nutrition	(2) Pamphlet handouts to Students
2. List and discuss six nutrients	(3) Protein makes new cells and rebuilds tissue	(3) Discuss & list food for each vitamin.
	(4) Carbohydrates and fats are energy foods	Oral & Written test item
	(5) Vitamins A,B,C, D,E,K regulate body processes. Help build strong bones and teeth. Promote growth. Aid normal body functions and strengthen resistance to disease.	(4) Dairy Council handout

INSTRUCTIONAL TOPICS
FOOD FACTSSTUDENT ACTIVITYASSIGNMENT

C. List standard hospital diets.

1. House
2. Soft
3. Light
4. Liquid

(1) Learn to recognize each type of diet

(1) Demonstrate each type of diet.

D. Feeding the patient

(1) Preparing the patient for meals

(1) Demonstrate feeding the patient.

E. Assist patient with meals

(2) Check trays
(3) Make tray attractive
(4) Feed patient

F. Define words and spell correctly

(1) Nutrients
(2) Health
(3) Protein
(4) Force fluids
(5) Withhold

SUBJECT: Maternal and Infant Care - Prenatal Care

- OBJECTIVES:
- (1) Student to be able to prepare and assist the doctor with physical examination.
 - (2) Advise the patient about the purpose and procedure of prenatal medical care.
 - (3) Explain to the patient the importance of prenatal care and return visits.
 - (4) Explain to the patient the recommended personal care during pregnancy.

PROCEDURES: Positioning and draping
Weighing
B. P.
Lab and X-Ray route

PRESENTATION: Importance of prenatal care
Medical and obstetrical history
First obstetrical visit
Return visits

NOTES

Guest Speaker: Doctor

Lectures and discussion of 1st Visit

- (1) Patient's general appearance
- (2) Weighing
- (3) Inspection of teeth and gums
- (4) Blood pressure
- (5) Examination of heart and lungs
- (6) Inspection of breast and nipples
- (7) Abdominal examination
- (8) Pelvic measurements (internal & external)
- (9) Vaginal examination
- (10) Urinalysis
- (11) Blood test (VDRL--Blood type and RH factor, Hgb. and Hematocrit)
- (12) Chest X-Ray

Demonstrate and practice setting up equipment and draping the patient for obstetrical examination. Discuss community resources for the new mother and father to be.

Return Visits

- (1) Weight
- (2) Blood pressure
- (3) Urinalysis
- (4) Abdominal palpation (after 4 months)
- (5) Fetal heart tones (after 4 months)
- (6) Pelvic examination (after 7 months)

PRENATAL CARE - NOTES

Lecture and discussion and demonstration of physiological care:

- (1) Dental care
- (2) Diet
- (3) Care of breast and nipples
- (4) Clothing
- (5) Activity, rest, recreation
- (6) Exercise and posture
- (7) Bathing
- (8) Marital relations
- (9) Eliminations
- (10) Weight gain
- (11) Feminine hygiene (discharges)
- (12) Drugs and alcoholic beverages

Handout: Dairy Council - Basic Four Food Groups

Practice: Exercise for use during pregnancy

Review: Basic Four Food Group and plan a diet for pregnant woman.

Guest Speaker: Dietician

EQUIPMENT AND MATERIAL: Scales, blood pressure equipment, vaginal exam equipment, charts, diet, films (select), transparencies (select)

EVALUATION: Return demonstration
Oral and written test

REFERENCES: Bleier, Ingle. Maternity Nursing. Ch. 4, pp. 30-44
Anderson, Barbara. Obstetrics for the Nurse. Ch. 7 & 8
Bethea, Doris C. Introduction to Maternity Nursing.
Ingalls, Joy A. Maternal and Child Health Nursing.
Fitzgerald, Eastman, and Reeder. Maternity Nursing.
Thompson and Rosdahl. Basic Nursing. Ch. 36, pp. 397-415

- I. Title of Unit: Positioning and Body Mechanics (3 hours)
- II. Objective of Lesson: After completion of this unit, the student should be able to use proper techniques in positioning, moving, and transporting patients.
- III. Procedure: Discussion, demonstration, terms to define (found below)

Alignment	Flexion	Supine position
Body mechanics	Lithotomy position	Sim's position
Dangle	Mechanical lift	Wheelchair supports
Dorsal	Prone position	Trendelenburg position

IV. Presentation:

- (1) Lifting the patient in bed
(Important to promote comfort and good body alignment)
- (2) Positioning the patient in bed
(Important to prevent fatigue, strain, pressure, and to maintain good muscle tone)
- (3) Assist the patient to dangle
(Important to improve circulation in the lower extremities and to prevent complications)
- (4) Lifting helpless patient to stretcher
(The purpose is to lift the patient from bed to stretcher with safety)
- (5) Moving patient from bed to stretcher
(To transfer the patient with safety with least amount of exertion for the patient and the nurse)
- (6) Assisting patient to wheelchair and back
(Important to provide activity for the patient, to regain physical strength and to stimulate interest)
- (7) Observation of safety measures
(Important to know use of proper body mechanics, work unison, and to obtain assistance when necessary)

- V. Equipment and Materials:
- Gatch bed
 - Bath blankets, drawsheet
 - Pillows
 - Comfort devices
 - Footrest
 - Chair
 - Footstool
 - Stretcher
 - Wheelchair

- VI. Evaluation: Return demonstration
Prepared copy of written test for each student

- VII. References: Cherescavich. Nursing Assistant.
Knoedler. Manual for Nurses Aide.
Filmstrips: (Trainex) "Lifting and Moving Patients"
"Transfer Activities and Ambulation"

LESSON PLANS FOR UNIT II, LESSON 4

SUBJECT: Religious Customs and Rites

OBJECTIVE: (1) To match sacraments and dietary laws with a list of religious denominations discussed in class.

(2) To describe the procedure for baptism by a lay person.

TEACHING AIDS: Blackboard, chalk, filmstrip, projector, screen, cassette, and cassette tape player

REFERENCES: Caldwell and Hegner. Health Assistant. pp. 33,87, 88
Article: (AJN) Teamwork: Nurse and Chaplain. Dec. 1972
pp. 2197-2199
Knoedler. The Nurse Assistant. pp. 16-18
World Book Encyclopedia. Vol. 15, pp. 207-217
Holy Bible of each major faith in the community
Trainex filmstrip: "Spiritual Needs"

I. PREPARATION OF THE LEARNER

- A. Give experience in which the patient requested me to pray.
- B. Spiritual needs of the patient are greater when he is fearful or ill.
- C. There are many faiths and you must have an appreciative understanding of them all.
- D. Be able to recognize and give spiritual support without imposing your own beliefs.
- E. Many patients harbor a feeling of guilt. You may be confused by certain signs and actions of the patient. Some of these may be weeping, constant worry about something, or emotional distress.
- F. The patient needs medicine and treatment, but most of all, he needs kindness, sympathy, and loving care.

II. PRESENTATION

<u>INSTRUCTIONAL TOPIC</u>	<u>KEY POINTS TO EMPHASIZE</u>
Religious customs & rites	Discuss religious beliefs that differ from yours.
A. Major religious faiths	
1. Protestant	(1) Clergyman called Minister, Dr., Rev., Pastor, Bishop, and Preacher
a. Sacraments	(2) Baptism by immersing under water or sprinkling
	(3) Communion—administered by clergy
	(4) Seven Day Adventist have worship day on Saturday

LESSON PLANS FOR UNIT II, LESSON 4 (CONTINUED)

INSTRUCTIONAL TOPIC

KEY POINTS TO EMPHASIZE

- | | |
|---|--|
| <ul style="list-style-type: none"> b. Dietary laws | <ul style="list-style-type: none"> (1) Most have no specific (2) Mormon--no stimulants (3) Seven Day Adventists eat meat from animals with cloven feet and chews cud, and fish must have fins and scales |
| <ul style="list-style-type: none"> 2. Catholic <ul style="list-style-type: none"> a. Sacraments | <ul style="list-style-type: none"> (1) Clergyman called Priest, Father, Bishop (2) Baptism by sprinkling (3) Confession heard by priest (4) Communion administered by priest (5) Last rites administered by priest |
| <ul style="list-style-type: none"> <ul style="list-style-type: none"> b. Dietary laws | <ul style="list-style-type: none"> (1) Meatless days (2) Fast before communion |
| <ul style="list-style-type: none"> 3. Jewish <ul style="list-style-type: none"> a. Sacraments | <ul style="list-style-type: none"> (1) Clergyman called Rabbi (2) Saturday is religious worship (3) Church is called synagogue (4) Three most important holidays
Honnakah, Passover, Yom Kippe |
| <ul style="list-style-type: none"> <ul style="list-style-type: none"> b. Dietary laws | <ul style="list-style-type: none"> (1) No pork |
| <ul style="list-style-type: none"> B. Spiritual Needs <ul style="list-style-type: none"> 1. Filmstrip: "Spiritual Needs" | <p>Discussion</p> <ul style="list-style-type: none"> (1) Most people believe that sooner or later their lives depend on forces in the world more powerful than their own. They are related to God. (2) Most needs are basically the same but may differ in application <ul style="list-style-type: none"> a) Some form of Golden Rule b) Selfishness is evil c) Love is the goal of human relationship d) Try to offer a set of values by which to live a good life |
| <ul style="list-style-type: none"> <ul style="list-style-type: none"> 2. Panel discussion by clergyman | <p>Discussion and questions</p> |

III. APPLICATION

- A. Students report on personal experiences and religious belief
- B. Discussion and questions

IV. EVALUATION

- A. Write a short essay on your philosophy of life
- B. Test item (objectives)

V. SUGGESTED ASSIGNMENT

- A. Caldwell & Hegner. Health Assistant. pp. 120-124
- B. Next lesson: Unit III Medical Terminology

SUBJECT: Respiratory System - Lesson Plan

OBJECTIVE: To identify and locate primary organs.
To gain a basic understanding of the function of each organ.

PROCEDURE: Oral readings from students, discussion, demonstration, and student activities

PRESENTATION:

I. Respiratory System

A. Function

NOTES

Students read orally lesson 10 pages 4-5 in Being a Nursing Aide.
View Filmstrip: (Nasco) "The Respiratory System"
Discussion
Class determines a definition for the term "respiration."

B. Structure

1. Nasal cavity
2. Pharynx
3. Trachea
4. Bronchi
5. Lungs
6. Alveoli
7. Diaphragm

Locate each organ using the torso, anatomical chart, and transparency. Create a clay model of each organ and a flat diagram of the torso. Place the organs in the thoracic cavity of the torso. Refer to the chart, torso model, or transparency.

Trace the route of air from the nostrils until it reaches the alveoli--keeping in mind the function of each organ.

Discuss chemical symbols for oxygen and carbon dioxide.

C. Activities that affect rate of respiration

1. Temperature
2. Exercise
3. Smoking
4. Eating

Discussion

Explain the procedure for taking respiration.

Students count respirations before and then after jumping rope 3 minutes. Compare the difference of rates.

Smoking Sam demonstration

Handout Word Find Puzzle (containing words related to the Respiratory System) at the end of class.

EQUIPMENT AND MATERIALS: Anatomical chart, transparency, torso model, filmstrip, projector, clay, jump ropes, clock with second hand, Smoking Sam.

EVALUATION: Label the organs on the Respiratory System diagram and list the function of each organ. List four activities that affect the respiration rate.

REFERENCES: Being A Nursing Aide. Lesson 10
Body Structure and Functions. pp. 68-77

SUBJECT: Respiratory System - Lesson Plan

OBJECTIVE: Define and use basic medical terminology related to system.
To be familiar with some common diseases/disorders of the system.

PROCEDURE: Discussion and film

PRESENTATION:

NOTES

- Vocabulary
1. Pharynx
 2. Trachea
 3. Bronchi
 4. Lungs
 5. Alveoli
 6. Respiration
 7. Inhale
 8. Oxygen
 9. Exhale
 10. Carbon dioxide
 11. Diaphragm
 12. Pleura
 13. Nares
 14. Sinuses
 15. Epiglottis

Use chalkboard. Have students take turns spelling, pronouncing, and defining each word in simple terms. Enter words in students individual notebooks.

Common Diseases/Disorders

1. Common Cold
2. Pneumonia
3. Pleurisy
4. Tonsillitis
5. Pharyngitis
6. Influenza
7. Cancer
8. Emphysema
9. Tuberculosis

Discuss briefly the common diseases/disorders of Respiratory Tract. Students take notes on:

1. Cause
2. Symptoms
3. Diagnostic tests
4. Treatment

View Film: (TB Association) "Emphesema"

Handouts to students at end of class from the American Cancer Society
"Cancer Warning Signals" & "Cancer of Lung"

EQUIPMENT AND MATERIALS: 16mm film projector, American Cancer Society pamphlets, film from the American TB Association called "Emphesema"

EVALUATION: Written unit test--true & false, multiple choice, fill in the blanks, label, diagram

REFERENCES: Being a Nursing Aide. Lesson 10
Textbook of Basic Nursing. p. 596-623
Tabers Medical Dictionary

TAKING THE TEMPERATURE - LESSON PLAN

Objective:

The student will gain knowledge and skill in the art of taking oral body temperature.

Clarification of Objectives:

- I. The student will understand:
 - The use of body thermometers
 - How to read the scale on a thermometer
 - The need for disinfection of a thermometer
 - The need for cleansing a thermometer
 - The correct timing for taking body temperature
- II. The student will be able to:
 - Take an oral temperature
 - Cleanse the thermometer
 - Place the thermometer into a solution to disinfect it
 - Record the temperature on a patient's chart
- III. The student will:
 - Appreciate the importance of taking a temperature correctly in order to aid the physician in diagnosis and treatment of a patient
 - Develop a good attitude toward cleanliness and sanitation of thermometers
 - Develop a proper attitude toward the importance of recording with accuracy
 - Develop an understanding toward the safety factors involved in using a thermometer

Instructional Unit: How to care for thermometers

References: Delmar. Health Assistant. p. 98

Equipment: Thermometer, container with disinfectant, cleaning solution, cotton ball, waste container, (many hospitals may use soap and cold running water instead of disinfectant)

- Steps:
- (1) Handle with care CAUTION: Easily broken
 - (2) Shake mercury down to 94 degrees F
 - (a) Grasp stem
 - (b) Use thumb and finger
 - (c) Snap wrist and extend down
 - (3) Rinse in cleaning solution
Caution: Cold water and mild soap
 - (4) Place in disinfecting solution
Caution: Cotton ball in bottom of container
 - (5) Wipe thermometer before taking temperature
 - (a) Wipe away from bulb
 - (b) Disinfecting solution is bitter

TAKING THE TEMPERATURE - LESSON PLAN

Instructional Unit: How to read a thermometer

References: Delmar. Health Assistant. p. 97
Delmar. Manual for the Nurses Aide. p. 90

Film: Thermometers and How They Work

Equipment: Thermometer

- Steps:
- (1) Hold by stem
 - (2) Horizontal position
 - (a) Hold at eye level
 - (b) Hold back toward light
 - (3) Rotate thermometer
Note: Numbers must be at bottom and lines at top
 - (4) Read graduate scale where mercury stops
 - (a) Long line represents whole number
 - (b) Short line represents .2 or two-tenths of whole no.
 - (5) Record on T.P.R. sheet immediately

Instructional Unit: How to take an oral temperature

References: Delmar. Health Assistant. p. 98
Delmar. Manual for the Nurses Aide. p. 90

Equipment: Thermometer, container with disinfectant, cotton ball, watch with second hand, paper and pen

- Steps:
- (1) Explain procedure to the patient
 - (2) Remove thermometer from solution
 - (a) Wipe solution from thermometer
 - (b) Shake down to 94° F
 - (c) Check for mercury breakage
 - (3) Place bulb under tongue
 - (a) Instruct patient not to bite thermometer
 - (b) Keep lips closed
 - (4) Leave for three minutes
Caution: Stay with patient
 - (5) Remove thermometer
 - (6) Read thermometer
 - (7) Clean and disinfect
 - (8) Record on T.P.R. Sheet

- Safety Precautions:
- (1) Wait 10 minutes after a hot or cold drink
 - (2) If patient is a mouth breather, use another method
 - (3) Do not take orally if treatment of heat or cold is being applied to facial area
 - (4) If child is under 5 yrs. take rectally
 - (5) If patient is delirious, unconscious, or mentally ill, use another method

TAKING THE TEMPERATURE - LESSON PLAN

Instructional Unit: How to take body temperature

References: Delmar. Health Assistant. p. 96-97
Delmar. Manual for the Nurses Aide. p. 90-91
Saunders. Nurses Aide Study Manual. p. 101-102

Equipment: Thermometer scale (large on board, handout)

Steps:

I. Introduction

- A. Health, temperature, pulse, and respiration are at normal values set at 98.6° F., 72 and 18 respectively and change in body functioning causes changes in values of each with diseases

II. Body Temperature

- A. Definition: Measure of heat in body, balance between heat produced and heat lost

III. Changes in body temperature are due to:

- A. Weather
- B. Clothes
- C. Activity
- D. Emotion
- E. Food
- F. Water
- G. Disorders of the body

IV. Degrees of temperature

- A. Measure on Fahrenheit (F) or centigrade (C) scale
Note: Numbers below are Fahrenheit measurements
- B. Subnormal 96 - 98° F
- C. Normal 98 - 99° F
- D. Elevated 99 - 100° F
- E. Moderately high 100 - 102° F
- F. Very high 102 - 105° F
- G. Dangerously high 105° F and over

V. Normal body temperature

- A. Orally 98.6° F
- B. Axillary 97.6° F
- C. Rectally 99.6° F

VI. Types of fever

- A. Constant or continuous
- B. Remittent
- C. Intermittent

TAKING THE TEMPERATURE - LESSON PLAN

SAMPLE TEST

How to take an oral temperature

Complete the following statements:

- (1) If a patient is drinking a hot cup of coffee and smoking, you should wait _____ minutes before taking his temperature.
- (2) When reading a thermometer, remember to:
(a) _____ (c) _____
(b) _____ (d) _____
- (3) Safety measures to remember when taking temperatures are:
(a) _____ (c) _____
(b) _____ (d) _____
- (4) When cleaning a thermometer, remember to use soap and _____ before placing in the disinfectant solution for storage.
- (5) When reading a thermometer, the bulb must not be touched. WHY?

- (6) Normal body temperature is _____.
- (7) When reading a thermometer, the long line represents a _____ and the short line represents _____.
- (8) Draw a thermometer with a reading of:
(a) 98.6° F
(b) 101.6° F
(c) 103.8° F

Name _____

Date _____

NAME OF LESSON: The Urinary System (Lesson #6, Unit 7)

AIM OF LESSON: To help the student learn more about the structure and function of the urinary system. The student is expected to learn gross structure and main functions.

REFERENCES: Anthony. Anatomy and Physiology.
Thompson. Testbook of Basic Nursing.
Hospital Research and Educational Trust. Being a Nursing Aide

EQUIPMENT: Torso model (using urinary tract), exacto set
Film projector, overhead projector

MATERIALS: Filmstrip: (Robert J. Brady) "The Urinary System"
Animal organs if available
Tes-Tape

INSTRUCTIONAL AIDS: Transparencies, charts, illustrated materials

STEP I. INTRODUCTION

We will learn about another one of the body systems. It is concerned with waste elimination, in other words it is the process of collecting, filtering, and disposing of a waste product from the human body. The skin, lungs and the digestive systems also play an important part in the elimination of wastes from the body. The secretion of urine and its excretion from the body are vital functions since urine contains toxic substances which cause death if allowed to accumulate in the body.

STEP II. PRESENTING THE LESSON (Points of information)

A. Kidneys

Two in number, usually bean shaped, about 4" long, 3" wide and 1" thick. A tough fibrous capsule encases each one. They are located in the lumbar region, one on each side. Inner structure of the kidney is composed of a cortex and medulla. Microscopically the kidney resembles tiny funnels with long convoluted stems around which a cluster of capillaries are found.

KEY POINTS

(Things to say or do)

1. Show a cross-section of the kidney (transparency or chart)
2. Explain that urine is both a secretion and excretion (filmstrip)
3. Explain retention and suppression
4. Describe the nephron as being the physiological unit of the kidney
5. Explain kidney function as being a filtering process
6. Explain the motion in the ureters force the urine down to the bladder. Be explicit in definition of urethra

Urinary System (Continued)

B. Ureters

Small open straw like tubes about 10" or 12" in length. The upper end of each ureter enters the kidney and there expands into a funnel shaped basin called the renal pelvis. The function of the ureters is to receive urine, a small amount at a time, as it forms in the renal basin. It serves as a drainage route from kidney to bladder.

If animal organs are available at the time, dissect the main parts to illustrate gross anatomy. Use when an activity is needed, in place of lecture. Allow students to participate.

C. Bladder

Tough, muscular, collapsible bag located behind the symphysis pubis. The main function is to serve as a reservoir, or storage bag, for urine and by way of the urethra it expels urine from the body.

7. Discuss the capacity of the bladder.
8. Explain that urinating or voiding may be a voluntary or involuntary act.
9. Discuss the physical characteristics of urine, amount secreted normally, and the chemical composition.

D. Urethra

Narrow canal extending from the floor of the urinary bladder to the external opening or the urinary meatus. In the female it is about 1 1/2" long, in the male about 8" long. A sphincter muscle is located at the distal end of the urethra to control the flow of urine. In the female the urethra serves only to carry urine from the body. In the male it serves in addition to this function to carry reproductive fluid from the body.

10. Illustrate the content of urine by doing a routine urinalysis if time and circumstances allow.
11. Define: Glycosuria
Hematuria
Dysuria
Cystitis
12. Have students add new words to glossary.

E. Relationship of Urinary System to Respiratory, Circulatory System.

STEP III. APPLICATION

1. Have the students locate the organs of the Urinary System using the torso model.
2. Tell the function of each organ.
3. Discuss the importance of normal kidney function.
4. Allow each student to check urine with Tes-Tape.

Urinary System (Continued)

STEP IV. TEST (WRITTEN)

1. Make a drawing and label the organs of the Urinary System.
2. Describe the urinary bladder.
3. What is the function of the ureter?
4. What can be done to relieve urinary retention?
5. Define the following:
 - a) Dysuria
 - b) Glycosuria
 - c) Cystitis

SUMMARY

The Urinary System consists of the two kidneys, two ureters, one urinary bladder, and one urethra. This system is concerned with collecting and eliminating urine from the body.

**** Questions or discussion from the students

**** Next Assignment: The Endocrine System

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5024 Lankershim Blvd.
North Hollywood, California 91601

Encyclopedia Britannica
425 North Michigan Avenue
Chicago, Illinois 60611

McGraw Hill
1221 Avenue of Americas
New York, New York 10020

NASCO Company
901 Janesville Avenue
Fort Atkinson, Wisconsin 53538

Robert J. Brady Company
130 Que Street N.E.
Washington, D. C. 20002

Train Aide
229 North Central Avenue
Glendale, California 91203

Metropolitan Life Insurance Company
Health & Welfare Division
1 Madison Avenue
New York, New York

FILMS

American Cancer Society
Virginia Division Inc.
3218 W. Cary Street
Richmond, Virginia 23221

American Heart Association
c/o Virginia Heart Association
316 East Clay Street
Richmond, Virginia 23219

American Red Cross

Bell Telephone Company

Bureau Teaching Materials
Virginia State Department of Education
Richmond, Virginia 23216

Elf Lilly

Equitable Life Assurance
Society of U.S.A.

Federal Bureau of Mines
Washington, D. C.

National Dairy Council
111 North Canal Street
Chicago, Illinois 60606

National Institute of Health
Bethesda, Maryland

Posey Film Company

Shell Film Library
450 N. Meridan Street
Indianapolis, Indiana 46204

TRANSPARENCIES Anatomy

Robert J. Brady Company
130 Que Street, N. E.
Washington, D. C.

Milleken Publishing Company
611 Olive Street
St. Louis, Missouri

KITS Good Grooming

Loretta Avon Products

Proctor and Gamble Company

POSTERS

Local Dairy Council

Vitamin Information Bureau
383 Madison Avenue
New York, New York 10017

PAMPHLETS & MATERIALS

American Cancer Society

American Heart Association

American Medical Association
535 North Dearborn Street
Chicago, Illinois 60610

American National Red Cross

American Sterilizer Company
Erie, Pennsylvania

Department of Mental Health
& Mental Retardation
Commonwealth of Virginia

Health and Welfare Division
Metropolitan Life Insurance Company
1 Madison Avenue
New York, New York 10010

Kimberly Clark Corporation
Nenah, Wisconsin 54956

Metropolitan Life Insurance Company
New York, New York

Person Products Company
Box 6G
Milltown, New Jersey

Tampax, Incorporated
161 E. 42nd Street
New York, New York 10017

Tuberculosis and Respiratory
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THE END

